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ABSTRACT

Summaries of five papers from a 1979 conference on special education are presented. "Adapting and Managing the Environment for Mainstreaming," presented by D. Bricker-Derkacz, briefly considers factors in structuring a multisensory environment: orientation, adaptation, boundaries, and designing specific activities. In "Communicating with Parents of Handicapped Children," J. Evans presents background information on issues and possible problems in working with parents of handicapped children and suggests techniques and activities for teacher inservice training. A presentation by M. Grace, "Individualized Education Programs" (IEPs), follows, with a description of the components and development of IEPs and noting ways to make IEPs usable to teachers. A fourth paper, "Driving Children Sane," by A. Ginott considers the damaging effects of carelessly used words and criticism. The final paper, "Handling Behavior Problems and Communicating with Children," by J. Evans et al, discusses intervention and prevention techniques. Conference evaluation data are included. (CL)

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CONFERENCE PROCEEDINGS

R&D SPEAKS:

SPECIAL EDUCATION

September 20-21, 1979

EC162725

CONFERENCE PROCEEDINGS

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SPECIAL EDUCATION

September 20-21, 1979

Southwest Educational Development Laboratory
Austin, Texas

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Austin, Texas
Southwest Educational Development Laboratory

FOREWORD

The SEDL Regional Exchange (SEDL/RX) Project provides information and technical assistance services to educators in six states: Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. It is one of seven Regional Exchanges in the nation-wide Research and Development Exchange (RDx), funded by the National Institute of Education, which lists as a major goal the dissemination of information about educational research and development (R&D).

To assist in accomplishing this goal, the SEDL/RX plans and sponsors R&D SPEAKS conferences on topics relevant to state needs. R&D SPEAKS: SPECIAL EDUCATION is the third such conference in the series. It was held at SEDL in Austin, Texas on September 21-22, 1979. In an effort to record and pass on to others some of the experiences and knowledge conveyed during the conference, CONFERENCE PROCEEDINGS FOR R&D SPEAKS: SPECIAL EDUCATION was prepared.

During 1980 three more R&D SPEAKS conferences will be sponsored by the SEDL/RX. These conferences will provide opportunities for sharing, communication, and growth between researchers, clients, and users of the knowledge products of educational research and development.

James H. Perry
Executive Director
February 1980

ACKNOWLEDGEMENTS

The SEDL/RX would like to extend its thanks to the Special Projects Division of SEDL who made such excellent presentations at R&D SPEAKS: SPECIAL EDUCATION. Dr. Joyce Evans, division director, and trainers Donna Bricker-Derkacz and Mary Grace contributed their enthusiasm and extensive knowledge. We are indeed fortunate to be able to call upon the expertise of SEDL divisions in carrying out our goal of sharing information with the states.

SEDL/RX Dissemination Specialist Jan Schechter was primarily responsible for planning the conference. She is now living in Equador and we hope our appreciation will travel across the thousands of miles between here and there to reach her.

Martha Hartzog, Technical Writer for the SEDL/RX, was responsible for writing the presentations for the CONFERENCE PROCEEDINGS based on conversations with the Special Projects presenters and on written materials supplied by them.

The SEDL/RX is pleased at the success of this conference and looks forward to the ones being planned for the future.

Preston C. Kronkosky
Director
Regional Exchange Project

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CONFERENCE PROCEEDINGS

R&D SPEAKS: SPECIAL EDUCATION

I. INTRODUCTION

I. INTRODUCTION

R&D SPEAKS: SPECIAL EDUCATION was a conference held at Southwest Educational Development Laboratory on September 20-21, 1979. The conference was sponsored by the Regional Exchange of the Southwest Educational Development Laboratory (SEDL/RX), a project funded by the National Institute of Education (NIE). Regional Exchanges disseminate information about educational research and development (R&D) results to practitioners, link practitioners with needed resources, and communicate information about practitioner needs and activities to those engaged in educational research and development. The SEDL/RX serves the six state education agencies in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas.

R&D SPEAKS: SPECIAL EDUCATION is the third in a series of R&D SPEAKS conferences, an innovation of the SEDL/RX. R&D SPEAKS are designed to respond to practitioner needs by bringing practitioners the latest results in research and development, and providing the opportunity for practitioners to communicate with each other. The subject of the conference, special education, was identified as a topic of interest by the six state education agencies served by the SEDL/RX.

In planning the conference, the SEDL/RX was able to call on the expertise of SEDL's Special Projects Division. The Special Projects Division provides training and technical assistance to supervisors, teachers and aides who care for children with special needs, in both public school and day care settings. Special Projects has conducted in-service training throughout the region using a series of workshops which can be adapted to meet site needs. It is concrete, hands-on training which makes abstract concepts understandable, applies to any curricula already in effect, and covers a wide range of topic areas from child development to serving the handicapped.

The Special Projects staff is well-qualified to provide such training. Joyce Evans, Director of the division, holds degrees in Speech Pathology, Special Education-Mental Retardation, and completed her Ph.D. in Learning Disabilities at The University of Texas at Austin. Since joining SEDL in 1970 she has conducted research, developed instructional materials and conducted field-training in the areas of early childhood, parenting, and special education. She has been a teacher of preschool handicapped children and elementary students, and a public school speech therapist.

Donna Bricker-Derkacz has a BA from The University of Texas at Austin and a MA from Southwest Texas State University in Special Education. Donna has been a teacher at the Open Door Preschool Center in Austin and previously taught at the Infant-Parent Center for handicapped children. She also taught for several years at the elementary level in San Antonio's Edgewood School District.

Mary Grace's BA is in Psychology and Special Education. Her Masters Degree from The University of Texas at Austin is in Special Education-Mental Retardation. Prior to joing SEDL she taught special education classes in the Northeast School District in San Antonio. She also worked as the parent counselor for the handicapped and as handicapped services coordinator for the Head Start Program in Austin.

Four presentations were made by the Special Projects staff for the conference: "Adapting and Managing the Environment for Mainstreaming," "Communicating with Parents of Handicapped Children," "Individualized Education Programs," and "Handling Behavior Problems and Communicating with Children." In addition, there was a videotape of a presentation by Dr. Alice Ginott titled, "Driving Children Sane," and a session for materials viewing and display. Twenty-two participants attended the conference. All six states and SEDL were represented, along with Region VI of the Department of Health, Education, and Welfare (HEW), the Research for Better Schools Laboratory (RBS), and NIE.

CONFERENCE PROCEEDINGS FOR R&D SPEAKS: SPECIAL EDUCATION synthesizes the content of the presentations using written materials provided by the Special Projects staff as well as interviews with them. It also summarizes the evaluation data. The appendices list the materials displayed and viewed and provide sample copies of the handouts. The agenda for the conference is reproduced on the following page.

AGENDA

FOR

"R&D SPEAKS IN SPECIAL EDUCATION"

Thursday, September 20, 1979

8:00-8:30am	Eye-Opening Ceremony (with coffee, tea, juice, and pastries for assistance)
8:30-9:00am	Welcome
	Introduction of Conference Leaders and Participants
	Orientation to Building
9:00-10:30am	Adapting and Managing the Environment for Mainstreaming
10:30-10:45am	BREAK
10:45-12:30pm	Communicating with Parents of Handicapped Children
12:30-1:30 pm	LUNCH
1:30-3:45pm (includes a break)	Individualized Education Programs (I.E.P.'s)
3:45-5:00pm	Materials Display (optional, but please try to drop in for a little while)

Friday, September 21, 1979

8:30am	"Driving Children Sane" by Alice Ginott (videotape)
	Coffee, tea, juice, and pastries will be available
9:15-11:30am (includes a break)	Handling Behavior Problems and Communicating with Children
11:30-12:00	Closing remarks
	Evaluation
	Reimbursement Forms

Southwest Educational Development Laboratory
211 E. 7th Street
Austin, Texas 78701
5th Floor Conference Room

II. CONFERENCE PRESENTATIONS

ADAPTING AND MANAGING THE ENVIRONMENT FOR MAINSTREAMING

Donna Bricker-Derkacz
assisted by Mary Grace

ADAPTING AND MANAGING THE ENVIRONMENT FOR MAINSTREAMING

Donna Bricker-Derkacz
assisted by Mary Grace

THE IMPORTANCE OF THE PREPARED ENVIRONMENT

The presentation was held in the Special Projects Learning Center, a working model of a preschool classroom, complete with learning centers and specially adapted materials for the handicapped. The presentation began with a discussion of the importance of the prepared environment. The prepared environment is the "keystone" to an effective classroom. With it everything that goes on in the classroom--screening, referral, assessment, or an individualized education plan--is enhanced. The prepared environment is crucial in teaching both handicapped and non-handicapped children. This point was rather graphically illustrated for participants via a poster showing a keystone arch. The keystone arch, whose invention is attributed to the Ancient Greeks, is what even today keeps up every arch made with stones or bricks. When the keystone is removed, the arch falls. Figure 1 presents the keystone arch concept applied to the prepared environment.

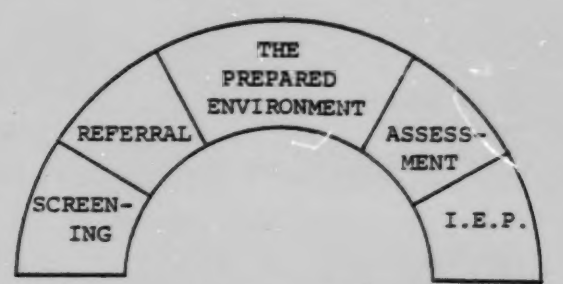


Figure 1

The prepared environment is multisensory--that is, every part of the classroom appeals to the senses and lends itself to the learning activity in question. In order to illustrate the crucial nature of using the senses for learning, the Pythagorean Theorum was presented to participants. The theorum $a^2 + b^2 = c^2$ is a symbolic formula which you can validate through concrete experience. Until you validate the theorum through concrete experience it is difficult to understand what it means. This was demonstrated for participants with wooden blocks. Using the senses for validation applies to the learning of adults as well as children. In other words, it continues throughout life.

HOW THE SENSES WORK TOGETHER IN LEARNING

The five classical senses (taste, touch, hearing, smell, and seeing), plus motor ability, the sixth sense, are critical to learning. Handicapped children experience a distortion or an absence of one or more of the senses, and sometimes one sense is so powerful or so distorted that it can skew or adversely affect one or more of the other senses.

Participants were shown a "Spoon Model," illustrating how the six senses work together in learning and how senses can be absent or distorted. The "Spoon Model" is made up of six wooden spoons each labeled with one of the senses and held together at the points by wire. Participants were asked to imagine the spoon model when hearing, for example, is distorted: the hearing spoon becomes larger and the other spoons shrink in comparison. One sense, like sight, can be absent: the appropriate spoon disappears from view. Another sense, like touch, can be distorted to the extent that it interferes with the operation of the motor abilities: the sense spoon lies crosswise over the motor spoon. In preparing the environment for teaching handicapped children, it is necessary to use a child's stronger sensory modes. Relying on verbal instruction alone isn't effective.

STRUCTURING THE CLASSROOM ENVIRONMENT

When structuring a multisensory environment in which children can work, there are four areas for teachers to consider:

1. *Orientation*
2. *Adaptation*
3. *Boundaries*
4. *Designing specific activities*

The purpose of orientation is to orient the children to the classroom, to the activities, and to the materials. Everything must be carefully introduced to the handicapped child, using the strongest sensory modes, primarily the motor abilities. In demonstrating to the child how to use the environment, teachers need to use exaggerated motions, use talk to focus and not to explain (on the basis that actions speak louder than words), and use the patterning technique, in which the teacher stands behind the child and moves the child's body in the way it should go. These four techniques were illustrated for participants.

In considering adaptation, teachers must modify the classroom so children can use it. Adaptation results in access to the environment. Different kinds of adaptations of materials and equipment can be made for handicapped children. For example, footrests, partitions to eliminate distractions, timers to make time objective rather than teacher-arbitrary, floor chairs, flat dollies, skidless pads for materials. Abundant examples of adaptations were present in the Special Project Learning Center for participants to examine.

Boundaries, the third area for teachers to consider, are often "lost in space." Boundaries help handicapped children focus. Otherwise their energies go into structuring rather than learning about ideas. Teachers need to do the structuring for the children in advance. Boundaries are needed for materials, for activities, for the child's body, for the physical environment in which the child is placed.

Some examples of boundaries which can be used for materials or activities are baskets, trays, placemats, boxtops, tape. These were illustrated for the participants.

In structuring the physical environment for children it is also important to set up learning centers. Boundaries for the learning centers can include shelves used as partitions, cardboard partitions, tape, tapestries. Materials need to be categorized according to the learning centers. For example a learning center which has materials involving the use of sound could have a picture of an ear taped to the shelves. After a child is introduced to the use of sound for learning, then the center is labeled. Boundaries should also be set up so the child knows where he or she is working. Some examples are sit-upons, carpet squares, throw rugs.

Finally, in the area of designing specific activities for children, it was explained to participants that some activities have a structured procedure, some a structured conclusion, some are procedurally open-ended, and for some the end result is open-ended. It is also possible to have activities which are a combination of unstructured and structured. Art is an example of an activity with structured procedure and an unstructured end result.

There is an instructional sequence for activities that goes from concrete to abstract, easy to hard. An auditory sequence was demonstrated for participants using a list of materials and the materials themselves, which went from easy to hard. The hard activity represented the goal or the end result of the previous activities.

COMMUNICATING WITH PARENTS OF HANDICAPPED CHILDREN

Dr. Joyce Evans

COMMUNICATING WITH PARENTS OF HANDICAPPED CHILDREN

Dr. Joyce Evans

The purposes of the presentation were (1) to convey basic information on issues and possible problems in working with parents of handicapped children and (2) to demonstrate techniques and activities for teacher inservice training. Activities, techniques and materials for the presentation were excerpted from two workshops developed by the Special Projects Division: "Understanding Parents of Handicapped Children" and "Parents Are Our Best Resources."

WHY INVOLVE PARENTS

In conducting inservice training for teachers, reasons for involving parents must be given which apply to each individual teacher. Each teacher has his or her own reasons for working with (or not working with) parents. Simply telling teachers that parent involvement is required or that it is important is not sufficient. In-service trainers, as well as administrators, must be prepared to convince teachers that parent involvement is important and of value to teachers as well as to parents and children.

There are many reasons for involving parents. Some of these will appeal to one teacher and some will appeal other teachers. Reasons for involving parents can be divided into four categories: (1) legal, (2) moral, (3) increased child learning, (4) increased parental support. Public Law 94-142 and state laws require parent involvement, including parental permission for testing, consent for release of information, and participation in the development of Individual Education Plans. Legal reasons alone are not always enough to convince teachers of the need to work with parents. Moral reasons for involving parents may focus on the facts that parents are with their children over the years,

parents are children's first teachers, and children are a part of a family interaction system. When teachers recognize these points, many of them will feel a moral responsibility for working with parents. Other teachers may be exclusively devoted to child-learning. For them, reasons for involving parents may be the fact that children learn more effectively when parents are involved or that parents can best help children when they understand how to secure and use the help of other professionals, as well as help from teachers. Nearly all teachers want the support and approval of parents. When parents are actively involved and feel that they are helping and contributing to their child's future, they are also supportive of the teacher. In introducing or expanding upon the involvement of parents, it is absolutely critical for the inservice trainer to take a positive focus, emphasizing the potential benefits to teachers as well as to parents.

TEACHER ATTITUDES

Teacher attitudes and expectations toward parents are crucial variables in involving parents. Unfortunately, teachers are often unaware of their own attitudes or the possible stereotypes they may have about parents. This becomes even more important when a child is handicapped or seriously ill. Teachers need to understand possible feelings or reactions of parents in order to work with them more effectively. Through inservice training, teachers can be helped to recognize their attitudes and to understand the feelings of parents. First teachers must recognize their own attitudes in order to avoid preconceived expectations about parents. Next teachers need to recognize and accept each parent as a unique individual, just as they recognize the individuality of each child. In addition, when the parent has a child who is handicapped or seriously ill, the teacher must understand the parent's feelings.

Unrecognized stereotypes often exist about parents. To illustrate stereotypic attitudes and to demonstrate an inservice activity, participants were asked to write down their first reaction to ten labels pertaining to parents. It was emphasized that there were no correct answers, only individual reactions. The following give the labels and some of the responses.

LABEL	SAMPLE RESPONSES
1. parents	good, loving, mother, father
2. single parent	hard, tired, mother, lonely, divorce
3. foster parent	loving, mean, in it for the money, giving, orphan
4. adoptive parent	kind, understanding
5. grandparent	spoiling, loving, babysitters
6. step-parent	mean, remarriage, wicked step-mother
7. minister's child	perfect, uptight, unruly, rotten
8. teacher's child	smart, good, well-mannered
9. psychologist's child	neurotic, behavior problems, smart
10. child of parents in military service	brat, well-adjusted, traveled

As the responses illustrate, some parent labels elicit a more positive reaction than others. There are usually more positive reactions to "foster parent" and "grandparent" than to "single parent" and "step-parent." There are usually more positive responses to "teacher's child" and "minister's child" than to "psychologist's child" or "child of parents in military service." In this presentation, as in teacher inservice sessions, responses to these labels initiated group discussion. The responses were then labeled as objective, versus subjective statements, with evolving recognition by participants of the unconscious stereotypes

they hold about parents. When participants hear the labels that others hold and compare them to the labels they hold, a process of self-recognition takes place.

Parent stereotypes come from different sources and have different effects. An example was given of four-year-old Susie, who was intrigued with the story of Cinderella and her mean step-sisters. After overhearing Susie retell the story, describing the "mean step-sisters" and "mean, cruel step-mother," Susie's mother recognized a potential danger in the child's unquestioning acceptance of the story. It so happened that a step-family situation existed in Susie's family, so her mother asked her if she thought her aunt (a step-mother) and her cousins (step-sisters) were mean and cruel. Susie immediately said, "No." By drawing upon the aunt and cousins whom Susie knew well, the mother pointed out that all step-mothers and step-sisters are not mean and cruel to each other. In this way, Susie was helped to avoid developing a negative attitude about step-family situations. The attitudes and stereotypes held by adults toward others are often the result of childhood experiences, including stories, which have been unconsciously accepted.

Teachers need to realize that parents, like all of us, are individuals. Parent labels or group descriptions do not describe individuals. Grouping and labeling can be dangerous: it can create negative expectations. This activity is effective in teacher training sessions because it personalizes the message about stereotype attitudes and gives the participants an opportunity to think about their own feelings.

Another area important to teachers' relationships with parents is teacher expectations. It is important for teachers to have and convey positive expectations about parents and their children. Teachers tend to generalize from a few bad experiences with some parents to all parents. A self-survey activity was described to participants which they could use in helping teachers see that they need to focus on the positive.

In the activity teachers are given a sheet of paper and asked to fold it into four long columns. In one column they are to write the names of the children in their classroom, in the second column a positive statement or word about each child in their classroom, in the third column the parents' names, and in the fourth column a positive statement about each parent. Then teachers are asked to circle the name of each parent to whom they have spoken recently. After this is done, the teachers are asked whether they could quickly remember the names of each child and the child's parent(s) and whether they could think of something positive to write about all the children and their parents.

Like the stereotype activity, this activity results in a heightened self-awareness on the part of teachers about their expectations. The activity demonstrates to teachers that they tend to remember and name the well-behaved children first, often forgetting the quiet child, and that they have difficulty stating positive things about each child. It also shows teachers that they may not have spoken to all the parents recently and cannot state positive things about the parents or their child. Ensuing discussion usually results in participants concluding that positive parent involvement begins with the teacher's focus on the positive. It was stressed again that parents are individuals with their own needs and interests and that teachers must be sensitive to parents.

Addressing the issue of who should work with the parents, participants were told that beginning teachers usually need the help of experienced teachers, in other words, teacher-teams. Those responsible for training teachers to work with parents must themselves have a positive attitude toward parents and be able to create positive attitudes in the teachers.

THE FEELINGS OF PARENTS

When parents have a child who is handicapped or seriously ill, they go through various stages in reacting to this fact. These stages do not occur in a rigid order, and they are not completely abandoned or resolved. Frequently, they are circular, reoccurring at different points as the child changes and the parents must once again deal with the fact that their child is different. When teachers understand what parents are going through, they are better able to work with them.

The first stage is DENIAL. Parents will say, "This can't be true, I don't believe this is happening." The second stage is ANGER. "Why should this happen to me," "I'm angry with the world." The third stage is BLAMING. "It's someone else's fault. The doctor wasn't any good. It's hereditary--the other side of the family." The fourth stage is GUILT. "Did I do something wrong when I was pregnant? Did I do something to damage the child? Am I to blame?" The fifth stage is SEARCH. "There must be a cure; another doctor will know." Sometimes the search stage is important: new clues are found and the diagnosis or treatment recommended by one physician is not necessarily the only one. The sixth stage is FUTURE WORRY AND FEAR. "What will happen to this child? Can my child learn to read, graduate, hold a job?" The seventh stage is ACCEPTANCE. As with the other reactive phases, acceptance relates to the child's developmental level. For example, acceptance of a child's awkwardness in walking does not mean automatic acceptance of the child's inability to talk well, or academic problems at a later time.

After these stages were introduced and discussed, participants were shown a film, "The Seriously Ill Child," from the Child Health and Safety Series developed by the Special Projects Division for the Texas Department of Human Resources (TDHR). The series is available from TDHR's Child Development Program Division, John H. Reagan Building, Austin, Texas 78701.

ACTIVITIES TO INVOLVE PARENTS

The first step a teacher might take in involving parents is to conduct a parent survey. A sample parent survey form which asks parents about their individual skills and interests and includes a number of choices and activities for working parents was distributed. The form also gives parents a choice of times to be in the classroom, ways to help or observe, or ways to supply materials for the classroom. (See Appendix B, Handouts, for a copy of the form.)

One way to involve parents is through the use of bulletin boards. Bulletin boards can serve several purposes: they convey classroom information, show specific parenting techniques, and give general information of value to parents and children. A classroom-information bulletin board conveys information to parents about daily activities of the children and future needs. It can include pictures drawn by children, photographs of children doing various activities, or samples of the children's work. It can also include other types of illustrations, with a brief description underneath explaining classroom activities, such as pictures of animals and a notation underneath saying, "We will take a trip to the zoo." This type of bulletin board can also include notes of appreciation of thanks to specific parents for time or materials contributed. For example, a note of thanks to Mrs. Smith for washing the art smocks. The bulletin board may also include a notepad so parents can write a note when the teacher is busy.

A bulletin board which shows specific parenting techniques or information which parents can use at home is also helpful in getting parents involved. For example, teachers could display a pamphlet such as SEDL's Praise Your Child, from the Positive Parent Series, as a center focal point. Positive comments of appreciation which parents might make to children can be written in, or illustrations drawn showing parents thanking children. Other items illustrating the concept of positive expectations can be added.

A bulletin board which gives information of value to parents and children might focus on the importance of good vision and visual screening. Pamphlets from various associations such as the American Optometric Association and the Association for the Blind can be used, along with illustrations of the child being given a visual screening test. The purpose might be to inform parents of visual screening to be conducted the following week.

Bulletin boards for parents should be planned with care and changed frequently. If the same one is allowed to remain in place for an extended amount of time, parents will quit paying attention to it. If books and pamphlets on working with parents are available, teachers need to be made aware of the materials and where they can be checked out. If books and pamphlets for parents to check out and use at home are available these should be shown and described. If such books are available locally or if there are plans to establish a library of parenting information materials, then teachers should be given a bibliography, preferably annotated. Any such bibliography should include the complete name and address for direct ordering.

Another way to involve parents is by the use of "Love Tags," a concept developed in Richardson, Texas, by the Educational Personnel Department Consortium. "Love Tags" are like gift tags. Each one gives a positive parenting tip or makes positive comments. Teachers can send "Love Tags" home with children at regular intervals. Other ideas can be added or adapted. "Love Tags" are a nice way for teachers to communicate with parents. (See Appendix B for additional information on "Love Tags.")

Parents are often threatened by the way in which teachers and other professionals communicate with them. It is important for teachers to listen to the parents rather than do all the talking. A copy of "Communicating with Parents: It Begins with Listening," an article by Paul Lichter which appeared in the Winter 1976 issue of Teaching Exceptional Children, was handed out to participants.

SUMMARY

In this presentation some of the problems and issues related to working with parents were described. Working with parents is really adult education involving adult interaction rather than child-centered or subject-contact knowledge. Field based training experiences over the last three years have made it clear that teachers have little or no training for working with parents. They often have grave reservations and feel intimidated about parents, or they feel their job is to "train" parents like they would children, using an authoritarian approach. However, working with parents is really adult education, requiring skills in adult interaction and communication. The person who works with parents must be sensitive and aware of ways of working with adults.

Effective work with parents will be beneficial to all--to the parents, to the child, to the teacher, and ultimately to the school system itself. One of the items on a recent Gallup Poll of the public's attitude toward public school assessed the desire of parents to be more knowledgeable and more involved in the schools. Parents are interested and concerned about their child's education. But teachers need help, especially teachers who work with handicapped children and their parents.

INDIVIDUALIZED EDUCATION PROGRAMS

Mary Grace
assisted by Donna Bricker-Derkacz

INDIVIDUALIZED EDUCATION PROGRAMS

Mary Grace
assisted by Donna Bricker-Derkacz

WHAT IS AN IEP?

The presentation began with the Council for Exceptional Children's definition of an individualized education program:

> The individualized education program is the management tool which specifies the child's unique educational needs, annual goals for the child, the services allocated to achieve the desired results and how the effectiveness of the program will be determined.

Individualized education programs (IEPs) have been mandated by the Federal government since 1975. The Federal requirements, as set forth in Public Law 94-142, can be divided into two parts: (1) those required to be present at a meeting during which the IEP is developed and (2) the specific content requirements of an IEP. The CEC has described federal requirements for the two thusly:

1. Those required to be present at a meeting during which the IEP is developed, as set forth in Section 602 (19):
   - A representative of the local education agency or intermediate educational unit who is qualified to provide or supervise the provision of special education.
   - The teacher or teachers of the child.
   - The parents or guardian.
   - Whenever appropriate, the child.

2. The specific content requirements of an individualized education program, as set forth in Section 602 (19) (A-D):
   - A statement of the child's present level of educational performance.
   - A statement of annual goals, including short term instructional objectives.
   - A statement of the specific educational services to be provided.
   - The extent to which the child will be able to participate in regular education programs.
   - The projected date for initiation and anticipated duration of such services.
   - Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

The CEC further explains that a child who has a unique educational need requiring specially designed instruction must be provided with an IEP which links the child with the appropriate special education and related services. Each state education agency must ensure that special education or related services will be provided to all handicapped children in conformance with an individualized education program, regardless of what institution or agency directly provides the services. Each local education agency has primary responsibility for carrying out the IEP requirements of PL 94-142 and is also responsible for coordination with institutions and agencies who provide education services to handicapped children. Here is what the CEC specifically says about the identification, evaluation, and placement process for handicapped children:

Public Law 94-142, sets forth the following minimum procedures that must be followed in the identification, evaluation, and educational placement of handicapped children.

Step 1	A child is identified by school personnel and/or parents as possibly having a handicapping condition and being in need of special education.
Step 2	An evaluation to specifically determine the child's handicap, educational strengths, weaknesses and needs is scheduled by the school with prior parent knowledge and written approval. If agreement to evaluate is not achieved, then either the school system or parents may initiate the procedural safeguard system.
Step 3	The evaluation procedures and materials must be selected and administered so as to not be racially or culturally discriminatory.
Step 4	A meeting between the parents, school personnel, and if appropriate the child, is scheduled to discuss the results of the evaluation and to begin determining an appropriate educational placement for the child.
Step 5	From this meeting or others that follow, the child's Individual Education Program (IEP) will be developed, written, and agreed to by the school, parents, and the child where appropriate.
Step 6	When an IEP is agreed to, then the education to be provided to the child will be in conformity with the IEP including the placement of the child.
Step 7	If for any reason the school and the parents cannot agree on the appropriateness of the IEP, either may initiate the procedural safeguard system.
Step 8	At least annually each child's IEP and his/her school performance in relation to it will be reviewed for the purpose of specifying the future educational program for the child.

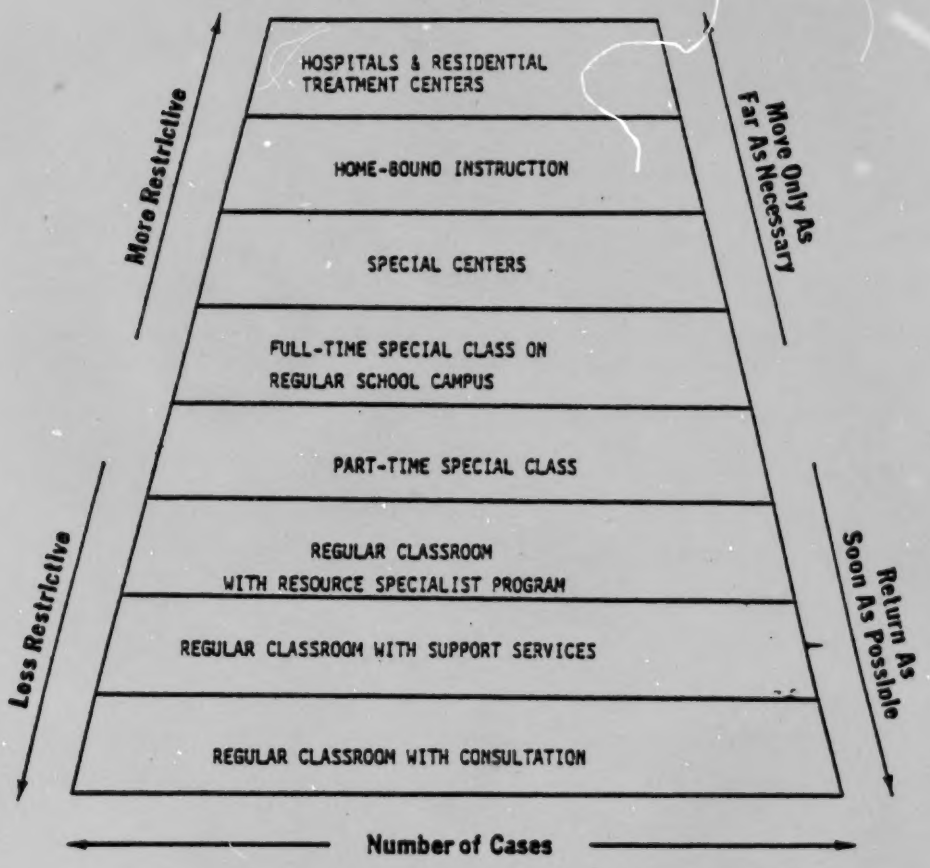
Just because IEPs have been mandated, however, does not mean that they will be implemented. The key issue is how to get reluctant classroom teachers to feel competent dealing with the special child in the classroom. In order to implement IEPs teachers have to be able to interpret what is to be done and how. They must understand any special needs handicapped children may have. It is also necessary to equip teachers with skills so that they can participate comfortably and actively in the process of developing IEPs and in educating handicapped children. Teachers need to know how to identify strengths and weaknesses, how to set goals and objectives, and how to interpret test results.

WHY IEPS ARE IMPORTANT

To illustrate the importance of IEPs it was necessary first to define mainstreaming for participants. Mainstreaming refers to the process of meeting the needs of exceptional children in regular classrooms on a full or part time basis, as appropriate to the specific child and class. Integration into the regular program includes three elements: (1) temporal integration, meaning the amount of time spent in the regular program; (2) instructional integration, or participation in the academic environment of the regular program, and (3) social integration, or acceptance of classmates. Mainstreaming also implies the development and implementation of a special education support system for the successful return to and maintenance of handicapped students in the regular education program, as well as an emphasis on cooperative planning and clarification of responsibilities between regular and special education personnel.

IEPs help educators provide children with an education in the least restrictive environment. They help educators coordinate what is happening in different areas and with related services: they put together the pieces of a puzzle, in other words. Services that are available to handicapped children were illustrated for the participants, using the "Full-Services Continuum" chart reproduced on page 33. The services can range from regular classroom with consultation--which is the least restrictive environment, to hospitals and residential treatment centers--which are more restrictive. Situations in between could include part time special classes or regular classroom with a resource specialist program. It was explained to participants that the presentation would focus on the last two items on the chart: regular classroom with support services and regular classroom with consultation.

FULL-SERVICES CONTINUUM


More Restrictive
Move Only As Far As Necessary
HOSPITALS & RESIDENTIAL TREATMENT CENTERS
HOME-BOUND INSTRUCTION
SPECIAL CENTERS
FULL-TIME SPECIAL CLASS ON REGULAR SCHOOL CAMPUS
PART-TIME SPECIAL CLASS
REGULAR CLASSROOM WITH RESOURCE SPECIALIST PROGRAM
REGULAR CLASSROOM WITH SUPPORT SERVICES
REGULAR CLASSROOM WITH CONSULTATION
Less Restrictive
Return As Soon As Possible
Number of Cases

HOW IS AN IEP DEVELOPED?

Rather than going into a complicated explanation of how IEPs are written and by whom, the presenters divided the participants into small groups and asked them to work a puzzle. The purpose of the activity was to show them the importance of communication and cooperation among all those who have a part in developing an IEP. The groups were told that their assignment was to put three puzzles together. Each person was given three puzzle pieces. Actually, the puzzle pieces each person in a group received represented a piece from three different puzzles. This meant that in order to put the puzzles together, the group had to go through a process of cooperation, identifying a leader, developing a plan

of action, and sharing information. In the discussion following the activity, this process was explained and an analogy drawn between the experience and developing an IEP.

An IEP can be defined as the process of professionals coming together with pieces of the puzzle and working to formulate a coordinated IEP for a child. The process is like a circular chain--if a single person's information is missing, the whole picture is not complete. The teacher cannot put the whole puzzle together and the child loses out. It was pointed out that a secondary effect of an IEP process is to organize a way of communicating across disciplines.

Exactly who works on the IEP for a particular child will vary, depending on the child's needs and the procedures developed by both the state education agency and the local education agency. It will also depend upon whether or not an IEP for admission of a child into a program is being developed or an already developed IEP is being reviewed.

Again, the key issue is how to get the reluctant classroom teacher to feel competent dealing with the special child in the classroom and developing or helping to develop an IEP for the child. One activity that can be done which brings the IEP concept down to earth is to ask teachers to plan a trip from one point to another point on a map. The map is displayed and the beginning and end points established. For example, tell the teachers they are planning a trip from Austin, Texas to Los Angeles, California. There are certain givens to this assignment: they will be driving and they have five days to get there. Teachers need to decide the route, how to prepare for the trip (getting the car checked, for example) the length of time they want to take, and so forth.

After giving the teachers a short period of time to make decisions, the leader of this exercise discusses the teachers' plans, drawing an analogy between planning a trip and developing an IEP. The goal for the trip would be to get to Los Angeles; for the IEP, to help the child develop or improve skills in certain areas. Teachers want the

child to progress from where the child is to a given point. The plan will vary for the individual teacher, just as it did when participants planned the trip to L.A., but the teachers will be designing short term objectives and activities which will help them accomplish the long term goals for the child. The goals help teachers see what they have accomplished. The objectives are markers that help teachers evaluate how close they are to reaching a goal. The timeline will vary from child to child--though the school year is nine months long. There are certain decisions to make before setting out on the journey with the child: the level at which the child is currently functioning needs to be identified, along with the child's handicaps or disabilities, and the child's individual needs. In general, a special education teacher, a principal, a support professional (speech therapist, occupational physical therapist, etc.) and a person who administers the tests (associate psychologist or a counselor) will be on the IEP team.

MAKING THE IEP USABLE TO TEACHERS

In some cases, especially if the child is mainstreamed, regular classroom teachers are involved in the meeting to develop or review an IEP. The teachers need to know the process of development, how to use the IEP, and sometimes how to participate in its development. It was stressed for participants that the information from the IEP must be usable to classroom teachers. This is sometimes a problem. To illustrate how meeting about an IEP can make teachers feel, participants were given the following list of technical terms and asked to define them:

- *Sensorimotor Integration*
- *Ocular Motor Functioning*
- *Standard Deviation*
- *Figure Ground Perception*
- *Spastic*
- *Prone*

- *Apraxic*
- *Agnosia*
- *Haptic*
- *Tactile Defensiveness*

Some of the terms were purposely quite difficult. It was explained that in a meeting with other professionals who are working on a child's IEP, terms are used which teachers do not understand. This makes teachers feel left out, and does not build a supportive attitude. So it is important to make sure everyone knows the definitions. An inservice training could be held to acquaint teachers with terms beforehand. A way to make teachers a part of an IEP team is to ask them to report on the child's strengths. Seeing the child every day, a teacher is in a position to report on what the child can do. The point is to build on teachers strengths and make them feel that they have something worthwhile to contribute.

THE SENSORY ROPE MODEL

Another way to make special education terminology understandable to teachers is to explain sensory integration for them. A graphic demonstration was given participants on this subject using the "Sensory Rope Model" developed by Special Projects trainer Donna Bricker-Derkacz.

A rope was taped to a chalkboard, a noose or circle at one end and a knot of the loose threads at the other. The knot represents the child at birth, the abilities the child is born with. The braided rope strand equals the continuum of development the child passes through into adulthood. The circle represents adulthood. Figure 1 illustrates the Rope Model.

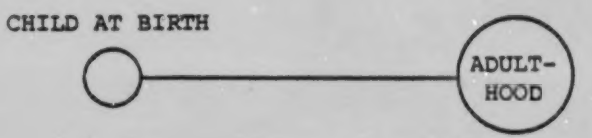


Figure 1

Participants were told to consider adulthood. As an adult the child will contribute to the world of ideas. That contribution can be negative or it can be positive. For that reason it is important to look at the infant and determine what kinds of learning abilities the child has. The teacher's role is to build on those abilities so that the child feels like a competent person and learner and becomes one. It is through this process of becoming a competent learner that the child's self-esteem is strengthened and the child who becomes an adult is able to make a positive contribution to the world of ideas.

At this point the participants were asked, "What abilities does the child have to work with?" And the knot at the end of the rope was unfurled to reveal five strands. Each of the five strands was then taped to the wall and labeled with the five classical senses: taste, touch, hearing, smelling, and seeing. Figure 2 illustrates the unfurled rope model.

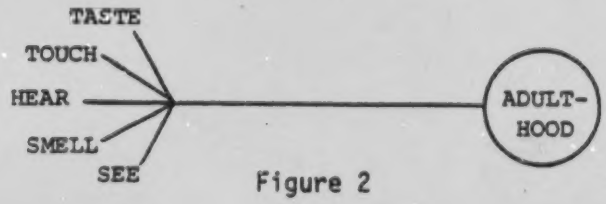


Figure 2

A second question was asked, "But how does the child integrate these senses?" The answer lay in a separate string representing the motor abilities: vestibular, kinesthetic, and proprioceptive. The strands were then woven together using the motor string to connect the classical senses.

Participants were shown that they could superimpose the "Sensory Spoon Model" (explained in a prior presentation, "Adapting and Managing the Environment for Mainstreaming") over the unfurled knot. At birth the child immediately begins recording experiences via the senses. These experiences become part of the child's world. Adults help children attach word symbols to those experiences. That is how adults help children develop language.

Next a circle was drawn in chalk around the entire rope model. Participants were told that it is not just the speech environment but the total physical environment from the moment of birth to the end of life that is being recorded by the brain through the senses. That is why it becomes so critical to structure a learning program which builds on the child's sensory-motor abilities and which takes place in a prepared environment. This tied the development of individualized education programs (IEPs) into "Adapting and Managing the Environment" discussed in a previous presentation.

USING AN IEP IN THE CLASSROOM

Since some teachers will not participate in the writing of an IEP, but will receive one to read and translate into objectives and activities, they need to know how to read one accurately and where the information it contains comes from. Participants were given an IEP's Total Service Plan sheet, which includes long term goals as well as the evaluation information forms on which the Total Service Plan is based. Specialists prepare these evaluation forms on the child's progress, disabilities, etc. Participants were asked to use three colors to code the total service plan and the evaluation information using the following categories of information:

1. *Basic Data on the child: name, school, birthdate, grade, Admission, Review and Dismissal (ARD), date.*

2. *Level of Functioning: age equivalents in the areas of perceptual-motor, speech/language, and social/adaptive; grade equivalents in math, spelling, and reading.*

3. *Prioritized Long-Term Goals: for example, to improve sound-symbol association, to improve basic sight vocabulary, to learn basic addition and subtraction facts.*

The purpose of the color coding was to graphically show a classroom teacher where information can be found in diagnostic reports and how such information can be used to arrive at long term goals. The bulky packet of evaluation forms which the participants read and "de-coded" included a diagnostic report from a state human services agency, a psychological examination report from an independent school district, an educational plan developed by the school psychologist, a report from a speech/language teacher, the child's social case history prepared by a visiting teacher, a physical examination form, results of hearing and vision screenings, and so forth. A copy of the Total Service Plan sheet is included in Appendix B, Handouts.

Participants were told that if a workshop were given to teachers, the next step in training would be to talk about task analysis and breaking a goal into the several steps that a child will have to reach before attaining the goal. These steps then become the short term objectives. Participants were given a sample exercise used to teach the writing of instructional objectives and several examples of sample IEPs. (See Appendix B, Handouts.)

Once the long term goals and short term objectives have been identified, the teacher is ready and is responsible for planning activities to help the child meet the objectives. In other words, it is time to implement the IEP and to evaluate it on a regular basis. In order to implement the IEP, teachers need to know how to organize their classrooms, how to sequence the activities carried on there, and how to adapt the classroom environment to meet the needs of the children. Learning these skills is very important and was the subject of a previous conference presentation, "Adapting and Managing the Environment for Mainstreaming."

EVALUATION OF IEPS

Once an IEP is being carried out in the classroom it is necessary to evaluate its effectiveness on a regular basis. Public Law 94-142 mandates that this evaluation take place at least annually. Local and state education agencies need to plan a procedure for the frequency of interim reviews of the plans.

In the annual evaluation the whole ARD team meets to review the plan's goals and objectives. The procedures established by the local and state education agencies will determine who will be involved in reviewing the IEP. In addition to school personnel, parents should be involved in annual and periodic reviews of a child's IEP. Suggestions for parent involvement and documentation of that involvement were discussed for the participants. All efforts should be made to contact parents about attending the review, including written invitations as well as phone calls. In some cases it might be necessary to hold a review in the home of the parents.

At the end of the presentation, comments from participants were invited. There was a discussion from the various state education personnel as to their proceedures for implementing IEPs as set forth in P.L. 94-142. Various interpretations of the law were also offered.

DRIVING CHILDREN SANE

Dr. Alice Ginott

DRIVING CHILDREN SANE

Dr. Alice Ginott

Participants viewed a videotape of a speech given by Dr. Alice Ginott at a 1977 conference, BETWEEN GROWNUPS AND KIDS, co-sponsored by SEDL and the Texas Department of Human Resources. In the videotape Dr. Ginott presented three principles of communication which help children follow classroom rules and still feel good about themselves. The principles are:

1. *Give choices to children in matters that affect their lives.*

2. *Grant through fantasy what you can't give in reality.*

3. *State the problem, then find a solution.*

A written presentation containing the same concepts as the videotape, with the exception of the three principles of communication, is reproduced below.

HOW TO DRIVE YOUR CHILD SANE*

Have you ever looked into one of those grotesque amusement park mirrors in which you saw yourself exaggerated and contorted? How did it make you feel? Uncomfortable, probably. But you laughed because you knew that it was a misrepresentation.

*Reprinted with permission of Dr. Alice Ginott, in CONFERENCE PROCEEDINGS "BETWEEN GROWNUPS & KIDS," Austin, Texas: Southwest Educational Development Laboratory, 1977.

But suppose this were the only picture you ever had of yourself? You could be convinced that this malformed person was an accurate reflection. It would never occur to you to distrust the mirror or to hold it responsible for the distorted image.

Neither do children have any reason to doubt the image parents mirror. They usually accept even their negative evaluation as a dependable and accurate description, convinced that they are stupid, lazy, clumsy, inconsiderate, selfish, insensitive, irresponsible, or undersirable.

Parental mirroring frequently distorts a child's self-image.

To be told: "You look terrible." "You never do anything right." "You're like a bull in a china shop" does not help a child feel beautiful, capable or graceful.

It is a source of amazement to me how many parents will label their children stupid, lazy and a cheat, yet expect him or her to be bright, industrious and honest.

The easiest way to make a child feel that there is something wrong is to criticize. Even constructive criticism diminishes a child's self image. Instead of criticism, a child needs information without derogation.

Mother saw Steven, 13, ladling almost the whole pot of chocolate pudding into an oversized bowl. She was about to rebuke him: "You're so selfish. You only think of yourself. You are not the only one in this house!"

But she had learned that "labeling is disabling"--that to talk about a child's negative personality attribute does not help her or him develop into a more caring person. So she said: "Son, this pudding has to be divided among four people."

"Oh, I'm sorry," replied Steven. "I didn't know that. I'll put some back."

It is our incompetence in communicating, not our lack of love, that drives children crazy. Most of us love our children. What we lack is a language that conveys love, that mirrors our delight--and that makes a child feel loved, respected and appreciated.

We are not aware of the impact of words we use every day.

We hurl words at children with abandon. We command, we order, we respond with impunity, we give advice, we intrude, we teach lessons, we say anything that comes to our minds. We are imprecise and incorrect. We are oblivious to words that damage and destroy. We are deaf to our tone and style. We forsake tact and good manners. We offend.

We are not aware that words are like knives.

How would you feel if a surgeon came into the operating room and, before the anesthesiologist put you under, said, "I really don't have much training in surgery, but I use common sense--and I love my patients."

I think you would panic and run for your life. But there is no exit for children. Unlike surgeons, who are careful where they cut, parents use words in a random fashion. They make many incisions until they hit the right spot. heedless of the open wounds they leave behind. They perform daily emotional operations on their children, but without training.

Love and common sense are just not enough.

Recently, in a hi-fi store, an electronics expert said to me, "Dr. Ginott, I heard you discuss discipline and I didn't agree with you." He stretched out the palm of his hand, "This is my psychology," he said proudly.

I asked him whether he applied the same "palm method" in fixing a TV set, a silent amplifier or a screeching mike. "Oh, no," he answered, "for that you need skill and knowledge. These are complex instruments."

Children also need parents who are skilled and knowledgeable. But most of them are not that fortunate. Their parents treat them essentially the way they were treated. They seem to be replaying a familiar tape.

We need to write our own script, make an original tape, step to the music of a different drummer.

We even know the words.

We heard our parents use them with guests and strangers. It was a language that was protective of feelings, not critical of behavior.

We need to change priorities. It is those we love the most that deserve the best. And the best is the most civilized. Words that generate love not hate, diminish dissension not destroy desire, humor not rage, enhance life not shrink spirits.

We can erase our childhood tape with its familiar but destructive messages and learn the language that our parents reserved for guests.

But most parents, unfortunately, have a deep distrust of an intentionally learned language. They see it as something shameful, like being caught studying: How To Win Friends and Influence People. Or they liken deliberate learning to a sin akin to premeditated manipulation of another person.

Still, we are in dire need of a code of communicating, a discipline of dialogue that cultivates, rather than kills, intimate talk at home.

To those who call such skilled communication artificial, I say, "So are Picasso's paintings, Beethoven's symphonies, Fleming's penicillin and the polio vaccines. They are all artificial--yet life giving."

I am a psychoanalyst. In my world there are realities that always remain constant: to decrease suffering and increase joy. I know that how I talk to my patients makes a difference. Words are my tools. But a few years ago, it occurred to me that it made no sense for unskilled

parents to drive children crazy while we psychotherapists are trained to then drive them sane.

I became aware of this when I overheard myself talking to my own children. It was as if my mother were talking to me: the blaming, the shaming, the angry hysteria. It was then I decided to respond to my children as I do to my patients. I was determined not to recreate in my family that which made my life miserable in my parents' home.

"To love truly is to know what brings pain to the one you love." This Biblical saying sums up the essence of communication.

If I am unaware when or whether my tongue offends, then I cannot claim: "I love" or "I care." It is my readiness to sense distress and to extend comfort that gives parenthood its unique flavor.

Children need home to be a refuge, where parents' attentive ear and sympathetic response contribute to emotional health. Regardless of the offense, children depend on parents to understand their predicament, and provide aid and hope.

One afternoon, eight-year-old Greg came home from school distressed: "I hate my teacher," he screamed. "She yelled at me for passing notes. She called me irresponsible and troublemaker. I'm never going back to school!"

Many parents would have answered: "That's what you get for not paying attention. You always get into trouble! How do you expect a teacher to teach when you disturb the class? I hope you learned your lesson!"

But, fortunately for Greg, his mother had learned that when children are angry they need parent's understanding, not additional criticism. So she said: "How embarrassing it must have been for you! To be called names in front of your friends--that's humiliating! No wonder you're so angry. No one likes to be treated that way!"

Greg's mother did not blame the teacher, nor her son. Instead, she described in detail the feelings he must have struggled with when his teacher reprimanded him.

Children often come home from school hurting. Most teachers are unaware of the serious consequences of threats and punishments. Lucky are the children whose parents have learned how to administer emotional first aid to heal wounds and turn hate into love.

Since everyone else is interested in our children's behavior and achievement, they depend on parents to care about their feelings.

A child cannot help how he or she feels. It takes courage to let us know. Therefore, we do not discourage a child from telling us even bitter truths.

Suppose you wanted to bring up children to tell lies? How would you go about it? You would probably reward them when they lied and punish them when they were truthful.

But you want children to tell the truth. What is it then that you do when they try to tell you their true feelings?

You punish them.

Four-year-old Debbie told her mother: "Mommy, I hate Grandma. I wish she were dead."

Mother, horrified, answered: "No, you don't. You love Grandma. In this home we don't hate. Besides, she gives you presents and takes you places. How can you even say such a horrible thing?"

But Debbie insisted: "No, I hate her! I hate her! I don't want to see her any more!"

Now Mother, really upset, decided to use a more drastic "educational" measure. She spanked Debbie.

But the child was smart. Not wanting to be punished more, she decided to change her tune: "I really love Grandma, Mommy," she said.

What did Mommy do? She kissed and hugged Debbie and praised her for being such a good girl.

What did Debbie learn? It is dangerous to tell the truth. When you lie, you get love. When you are truthful, you get spanked. Mommy loves little liars. Only tell her what she wants to hear.

To encourage Debbie not to lie, Mother could have answered, "I understand how you feel. You don't have to love Grandma, but I expect you to treat her with respect."

WORD POWER

We would like to believe that only disturbed parents damage their children. Unfortunately, loving and well-meaning people also use a language that deprecates. They enrage. Why? Because they are unaware of the power of words.

Words are not benign.

Even when parents want to praise a child, they often irritate. A child is suspicious of even positive statements when they assess his or her personality or effort.

No one likes to be judged, evaluated or graded. When we are judged, we feel diminished. When we are evaluated, we feel devalued. When we are graded we feel degraded.

How would you feel if at the end of each month you received a report card from your husband: "In kissing you get an A. But in hugging only a C. In caressing, on the other hand, you have improved to a B. But your technique leaves something to be desired and so your grade is a B."

I suspect you would be tempted to throw him out with the report card!

What is preferable?

Description that details delight, words that convey recognition of effort and statements that transmit respect.

A father left a note on his daughter's guitar: "When you play, it gives me great pleasure." The next morning his daughter said to him: "Thanks, Dad, for telling me what a good player I am."

When the father described his feelings, he gave his daughter an opportunity to convert his appreciation into adjectives that sing her praise.

But often, when I try to encourage parents to learn a language of caring, they exclaim: "But my children are teenagers! The damage has already been done!"

Is it ever too late with people?

Certainly not with adolescents. In fact, they are particularly fortunate. They are given a second chance. Teenagers seem so disorganized because they are in the process of reorganizing themselves. We, as parents, can influence the direction. How we talk to them can make the difference.

It is important to take every opportunity to demonstrate to our teenager that feelings are to be taken seriously, since emotions alert one to what often the mind can only later confirm.

HOW IT WORKS

A mother reported a conversation she had with her daughter.

Ann: You know, the first time Mrs. Green asked me to babysit for her, I didn't like her.

Mother: I remember you said she made you feel uncomfortable.

Ann: I usually get along so well with adults. It made me feel guilty for not liking her for no reason.

Mother: Ann, feelings don't need reasons; they have no mind; they just are.

Ann: Yeah, that's right. There was no reason, but I couldn't help how I felt. But they were really accurate. I only needed one more time to find out why.

Mother: Ann, you just made me think of someone I met fifteen years ago--and I had the same feelings, but it took me fourteen years to find out why.

Ann: Someone I know?

Mother: His picture was in the paper this morning, walking on the beach in San Clemente.

A young couple lost its way in the maze of California highways. "We're lost," they told the police officer at the toll booth. "Do you know where you are?" he inquired. "Yes," answered the couple. "It says so on your booth." "Do you know where you want to go?" continued the officer. "Yes," the couple replied in unison. "Then you're not lost," concluded the officer. "You just need clear directions."

I cannot accept as inevitable that intelligent, well-intentioned people will likely bring up troubled children.

What they need is luck and skill...

You may ask: "If they have luck, why do they need skill?"

"Not to spoil the luck."

HANDLING BEHAVIOR PROBLEMS AND COMMUNICATING WITH CHILDREN

Dr. Joyce Evans, Donna Bricker-Derkacz, Mary Grace

HANDLING BEHAVIOR PROBLEMS AND COMMUNICATING WITH CHILDREN

Dr. Joyce Evans, Donna Bricker-Derkacz, Mary Grace

"IT IS NEVER OKAY TO HURT SOMEONE ELSE"

The principle that it is never acceptable to hurt someone else forms the basis for this presentation, as it does with most all behavior systems adopted by schools, such as Glasser's Reality Therapy for example. What the schools often fail to do, however, is to deal with the values of teachers before they adopt a behavior system. When teachers are not given the opportunity and the method for clarifying their own values, they are not committed to the adopted system. As a result, when problems arise with children, teachers often revert to their old ways of behaving or acting. They may, for example, resort to sarcasm or physical punishment in response to children's actions. Such approaches do not accomplish anything positive, they only hurt the children physically, emotionally, or psychologically. Teachers need to clarify their own values so that they feel so strongly about the principle of not hurting someone else that they seek alternatives which do not involve hurting the children.

The presentation represents the first step to take before adopting any particular behavior system. It offers teachers alternative responses that do not hurt children, alternatives that will work no matter what behavior management system has been adopted by the school. The alternatives are based on the fact that a child's actions must be viewed by teachers as not a problem until the child is hurting self, another child, or is destroying the classroom environment. A fourth reason children's actions can become problems is that the child may be disturbing the learning environment. The alternatives presented can be classified into two groups: intervention techniques, to use when physical violence is occuring in the classroom; and prevention techniques, which

involve the positive use of language and taking a close look at the environment and the abilities of the children.

INTERVENTION TECHNIQUES

There are three techniques teachers can use when a child physically attacks another child by pulling hair, biting, and kicking. The techniques, again, are based on the principle that it is never okay to hurt someone else. In each of the techniques the teacher stops the pain from occurring, gets the attacker's attention and states the principle to the attacker. The techniques were briefly demonstrated to participants during the presentation.

In a hair-pulling situation, the teacher can first stop the pain by taking the attacker's hand and pushing down. Then the teacher presses or kneads down on the knuckles until the attacker releases the hair. The next step is to get the attacker's attention by crossing his or her hands in front of the body and saying, "It is never okay to hurt someone else." Then the child is placed in a quiet area or in a "time-out." The teacher says to the child, "When you are ready to stop pulling hair you may join us."

In a biting situation, the pain is stopped by taking the arm of the child that is being bitten and moving it closer to the biter's mouth. The teacher holds it there with one hand, then with the other hand holds the biter under the jaw and brings the head back and up until the mouth automatically opens. The teacher holds the biter's hands crossed in front of the body, faces the child at eye level and says, "It is never okay to hurt another person." Then the biter is removed to a quiet area or to a "time-out."

When responding to children's behavior, teachers need to remember that adults have social skills which children do not have. When an adult has a problem with another adult, it can often be solved either by ignoring the problem, or by talking about it to find out why the other person is angry. Children do not have these social skills. Instead, they act out their frustrations by biting, kicking or pulling hair. It is important for adults to remain adults when working with children and not resort to child-like behavior.

PREVENTION TECHNIQUES

One of the prevention techniques presented at this point to participants involved the use of positive language. The other asked teachers to take a careful look at the environment to see if it is causing behavior problems in children.

Using positive language, also called "scripting," is a directive yet gentler way to handle behavior problems than the intervention techniques described previously. Positive language can be used to deal with problems caused by internal conflicts between two children. "Scripting" gives teachers and children the language they need to work out solutions. When children are given instructions in a negative way or are told what not to do or to stop doing something, it does not tell them what they should do. In other words, the child is not being given any appropriate behavior with which to replace the inappropriate behavior. Using negative language may in fact increase the behavior problem.

To illustrate, presenters role-played a teacher and two children. One child grabs the toy from the other and a fight ensues. The teacher responds by abusing one of the children verbally, calling her a bully, impossible to deal with, and so forth. In effect the teacher lectures the child, beating the child down with words, and the child begins to feel resentful. Afterwards, participants were asked, "What were the children

learning?" The answer is that they learned they are bad and that one way to deal with problems is to yell and scold.

The presenters then role-played the situation a second time. This time the teacher responded differently, giving the children the language to use in such a situation, showing the children through language what sharing means. Participants were again asked what the children learned, and the difference between the two examples was strikingly apparent. Using positive language or scripting reinforces the concept for the children that there are alternatives to hurting someone else, and at the same time builds the independence and self-esteem of the children.

For the second prevention technique, presenters explained that behavior problems are often due to the environment being unstructured, not well-planned, or faulty. Behavior problems can occur when activities and materials are not well organized or do not match the level of functioning of the individual children. Behavior problems are often a sign of a handicapping condition or an intermittant illness (like colds or allergies). Teachers can't have the same expectations for children when these conditions are present.

To illustrate, participants were taken through several simulation activities. One asked teachers to role-play children who are asked to solve a puzzle when one of the pieces is missing. The "children" were also asked to make a figure out of dried-out play dough, to lace a tennis shoe while wearing gloves, and to complete an activity sheet while wearing vaseline-smeared glasses.

It was stressed for participants that the classroom needs to be structured in a way that prevents discipline problems. Classroom rules must be specific (not just "behave"), clear and understandable to the children, limited in number, enforceable, and positive.

Many times rules are put in terms of what not to do rather than what to do. Teachers often reinforce negative behavior by correcting it rather than praising positive behavior.

III. CONFERENCE EVALUATION

III. CONFERENCE EVALUATION

In order to evaluate the conference, a Participant Questionnaire was distributed after the final presentation. Eleven questions were asked, only one of which was open-ended. Forced-choice questions included fill-in-the-blanks, check appropriate response, rank order, and five-point rating scale. The questions provided information about participant profiles and conference effectiveness and usefulness. The Participant Questionnaire is reproduced on the next page. An analysis of responses to each question follows.

Out of the 21 participants, sixteen questionnaires were returned. In examining data, responses were grouped according to LEA, SEA, and Other. This was done in order to see if the three groups perceived the conference in different ways or expressed different needs. In trying to establish trends, the small number of participants must be taken into consideration.

QUESTION 1: *I represent my ___ SEA ___ IEA ___ LEA.*

Ten participants represented SEAs; three represented LEAs; one was from a regional laboratory, one from Region VI of the HEW, and one marked that the question did not apply (DNA).

QUESTIONS AND RESPONSES

QUESTION 3: *I am responsible for direct training of teachers.*
I am responsible for training those who train teachers.

Of the ten SEA respondents, one trains trainers, three train teachers, three train both trainers and teachers, two did not respond, and one appears to be a classroom teacher. Of the three LEA respondents, one did not answer and the other two train both teachers and trainers. The regional laboratory representative trains both teachers and trainers, as does the DNA respondent. The HEW representative left the question blank.

Table 1, Participant Profiles, presents the SEA, LEA and Other responses to the first three questions in a schematic form.

QUESTION 2: *I do/do not have previous university training in Special Education.*
I have approximately ____ hours of university training in Special Education.
I have had approximately ____ years of classroom teaching experience.
I have had approximately ____ years of experience as inservice trainer.

One SEA respondent reported an Ed.D. in Educational Psychology and one had both a B.A. and an M.S. in the field. The remainder of the SEA respondents reported a range from zero to 60 hours. The average number of years of special education training was 28.7. One LEA said "no" in response to this question; the other two had 12 and 21 hours training respectively. The laboratory representative reported 115 hours in special education training! Regional HEW and DNA respondents left the question blank.

Eight out of the ten SEAs reported on years of teaching. The responses ranged from 3 1/2 to 14 years. Six SEAs responded to the question on years of training, with responses ranging from 1 to 12. Two out of the three LEA representatives reported 8 years teaching experience each, and one left the question blank. A single year of training experience was reported by one LEA, with the other two not responding to this part of the question. The HEW representative did not report any years training or teaching. The DNA reported 15 years of training only, and the laboratory representative reported 6 years of teaching and 4 years of training.

QUESTION 4: *This conference will assist me in the following ways:*

____ *in conducting inservice*
____ *in hiring consultants*
____ *in evaluating training materials*
____ *in training others to conduct inservice*
____ *Other*

In response to this question most of the ten SEAs checked only one option; seven checked conducting inservice only, and one checked evaluating training materials. One checked three options: conducting inservice, evaluating materials, and hiring consultants only. One checked two options: conducting inservice and evaluating materials. Evaluating instruction in LEAs, evaluating special education programs, transferring information to office mates, and helping with stepdaughter were mentioned in the Other category. None of the SEAs checked each option; most checked conducting inservice.

One LEA representative marked every option in response to this question, and one marked conducting inservice only. The third LEA did not mark any option, but reported that the conference would be of assistance in working with supervisory staff in preparing inservice training for regular education teachers who are mainstreaming handicapped children. The HEW representative indicated technical assistance activities; the DNA marked every one of the options; the laboratory representative left out only one, hiring consultants. Table 2 summarizes the responses.

Table 1

PARTICIPANT PROFILES

	RESPONSIBILITIES		EDUCATION & EXPERIENCE		
	Train Teachers	Train Trainers	Special Ed. Training	Teaching Yrs.	Training Trs.
SEA		x	45 hrs.	5	4
SEA	x	x	BA&MA: TMH, EMH, LD, ED. MH.		4
SEA	x	x	40hrs.	10	12
SEA	x	x	60 hrs	5	4
SEA	x		Ed.D in Ed. Psych.	4	5
SEA	x		15 hrs.	5	1
SEA	x		60 hrs.	3 1/2	
SEA			2 hrs.		
SEA			no	14	
SEA	neither(a classroom teacher)		24 hrs.	9	
LEA			no	8	
LEA	x	x	12 hrs.		
LEA	x	x	21 hrs.	8	1
Lab: RBS	x	x	115 hrs.	6	4
Region VI					
DNA	x	x			15

QUESTION 5: *A variety of strategies were used in this conference. Rank order in importance.*

___ *Lecture*
___ *Discussion*
___ *Role play (as in environment workshop)*
___ *Participation (parent stereotypes, teamwork puzzle)*
___ *Simulation (handicaps; materials)*
___ *Visuals (Seriously Ill; Child videotape)*
___ *Resources Review (materials/information on display)*
___ *Slides/Filmstrip viewing (Thursday afternoon)*
___ *Demonstrations*

In responding to the request to rank-order nine presentation strategies, one respondent ranked only eight and two ranked only three of the options, using a 1-2-3 scale. The latter two have not been counted in the tallies but are reported. Both SEAs and LEAs ranked participation first. SEAs ranked discussion second, while LEA and Other ranked it fifth and eighth. The Other category placed more importance on resource review and less on participation than did SEAs and LEAs. SEAs preferred lecture more than the other two.

Table 3 compares the ranking among the three groups. Table 4 reports the rankings given each strategy by each respondent and orders the responses within each category of respondent.

Table 3

COMPARISON OF RANKINGS

STRATEGY RANKING	PARTICIPATION	DISCUSSION	DEMONSTRATION	ROLE PLAY	VISUALS	SIMULATION	LECTURE	RESOURCE REVIEW	SLIDES/ FILM
SEA	1	2	3	4	5	6	7	8	9
LEA	1	5	2	3	5	4	4	6	6
Other	7	3	1	2	7	6	5	4	8

Table 2

WAYS CONFERENCE WILL BE OF ASSISTANCE

	CONDUCTING INSERVICE	EVALUATING TRAINING MATERIALS	HIRING CONSULTANTS	TRAINING OTHERS	OTHER
SEA	x		x	x	
SEA	x			x	evaluating instruction in LEAs
SEA	x			x	
SEA	x		x	x	
SEA	x				transferring this information to my office mates
SEA	x				It will help with my step-daughter
SEA	x			x	
SEA		x			evaluating special education programs
SEA	x	x	x		
SEA	x	x			work better within my classroom
LEA					work with supervisory staff in inservice of regular education teachers in mainstreaming
LEA	x	x	x	x	
LEA	x				
Lab: RBS	x	x	x		
HEW					Teacher Assistant activities
DNA	x	x	x	x	
TOTALS:					
SEA's	9	3	3	5	
LEA's	2	1	1	1	
Other	2	2	1	2	

QUESTIONS 6-10: *Please indicate the extent to which you agree with the following statements by circling the appropriate response. (SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree.)*

___ *The conference was well-organized.*
___ *The materials presented at the conference were practical.*
___ *The format of the conference facilitated learning.*
___ *I would like a follow-up conference in my state.*
___ *The resource people were knowledgeable and presented useful information.*

In this series of forced-choice questions based on a five-point rating scale, there were no significant differences among SEA, LEA, and Other responses: they were overwhelmingly in the "strongly agree" and "agree" categories. Two SEA representatives marked "neutral" on materials being practical. One added the explanation that this was because the respondent was not responsible for inservice training, but that the conference would be practical for teachers. The same respondent was neutral on the issue of a follow-up conference, presumably for the same reason. The HEW representative did not respond (N/R) to the same question about the follow-up conference and the Lab representative indicated that the question was not applicable (N/A). Table 5 summarizes participant responses.

Table 5

STATEMENTS ABOUT CONFERENCE (SA/A/D/D/SD)

	well organized	practical materials	format for learning	FUP Conf.	resource people qualifications
SA	13	11	10	10	13
A	3	3	6	2	3
N		2		2	
D					
SD					
N/R				1	
N/A				1	
TOTALS	16	16	16	16	16

Table 4

RANK ORDERING OF STRATEGIES

STRATEGY RANKING	PARTICIPATION (1)	DISCUSSION (2)	DEMONSTRATION (3)	ROLE PLAY (4)	VISUALS (5)	SIMULATION (6)	LECTURE (7)	RESOURCE REVIEW (8)	SLIDES/ FILM (9)
SEA	1	4	6	3	2	7	5	8	9
SEA	5	2	1	6	3	4	8	7	9
SEA	1	6	4	2	8	5	7	3	9
SEA		1				3			2
SEA	1	3	5	6	4	7	2	8	9
SEA	2	4	3	5	1		7	8	6
SEA	1	2	9	5	6	3	4	7	8
SEA			2				1	3	
SEA	6	3	2	1	4	5	9	7	8
SEA	8	4	2	5	9	7	3	1	6
TOTALS*	25	28	32	34	37	38	44	49	64

STRATEGY RANKING	PARTICIPATION (1)	DEMONSTRATION (2)	ROLE PLAY (3)	SIMULATION (4)	LECTURE (4)	VISUALS (5)	DISCUSSION (5)	SLIDES/ FILM (6)	RESOURCE REVIEW (6)
LEA	1	4	2	3	5	6	7	9	8
LEA	3	1	8	9	2	4	7	6	5
LEA	1	3	2	4	9	7	5	6	8
TOTALS*	5	8	12	16	16	17	19	21	21

STRATEGY RANKING	DEMONSTRATION (1)	ROLE PLAY (2)	DISCUSSION (3)	RESOURCE REVIEW (4)	LECTURE (5)	SIMULATION (6)	VISUALS (7)	PARTICIPATION (7)	SLIDES/ FILM (8)
Lab	2				1				
HEW	2	1	3	7	9	5	4	6	8
Other	2	5	4	1	3	7	9	8	6
TOTALS*	4	6	7	8	12	12	13	14	14

*Do not include 1-2-3 rating responses.

LEAs mentioned:

. Meeting with parents; Tips for inservicing teachers.

. Techniques teachers can use in classroom--practical.

. Communicating with Parents; Alice Ginott's remarks on Driving Children Sane.

Other mentioned:

. Parenting activities; emphasis on attitudinal change in teachers.

. Discussion of IEP process; Communication/Parents, Behavior program, problem management.

. Parenting; Adapting materials/classroom.

In this question participants were also given the opportunity to make other comments. The comments were overwhelmingly positive at all levels. The theme of sharing and communicating among states was repeated. The comments are reproduced below verbatim.

SEA comments:

. A workshop combining people from different states and in a small group was ideal, the very best I have attended. The experience is superior. It is unfortunate that this kind of organization is expensive and not easy for State Department Directors to rationalize expenditures for.

. I feel that generally the information presented was not practical for me in that my responsibility is not that of inservice, training teachers, etc. I do feel that the information presented would be most helpful to classroom teachers, who are currently teaching.

. Meeting the other participants offered much information sharing.

. I have learned quite a bit I will emulate in my work.

. In the model classroom, things that were brought out were only review. We really need more of the "new" things we saw Friday morning. It was great--we enjoyed it. Thanks for inviting us.

QUESTION 11: *What points developed in the conference are most important to you? Please list them.*

All sixteen participants responded to this open-ended question. SEAs gave two mentions each to classroom techniques, behavior, materials, the Ginott tape, and parents. One mention each was given to handicapped children, learning centers, IEPs, human interaction and group discussion of problems. LEAs mentioned classroom techniques, the Ginott tape, and inservice for teachers once, and mentioned information about parents twice. The Other participants mentioned materials, parents, and communication twice; behavior, IEP information, and emphasis on attitudinal changes in teachers were mentioned once. Responses are quoted verbatim below.

SEAs mentioned:

- Positive Classroom Management; Learning Centers through correct procedures; How to relate with parents.
- Techniques for assisting regular classroom teachers in practical teaching of handicapped children.
- Dr. Ginott's Lecture on Parenting; the time the group had the opportunity to discuss particular problems was most helpful.
- Human interaction.
- Parent Ideas for Training; Teamwork for IEPs.
- Staff was very positive; staff was organized; staff was very receptive to our personal needs.
- Classroom Management; Behavioral Emphasis.
- Suggestions on Alice Ginott videotape.
- Handling behavior problems; Learning about other sources to acquire materials.
- Presentation strategies; actual material/information to disseminate.

LEA comments:

. Thank you for the opportunity of participating in a converence under the direction of such knowledgeable people.

. Excellent opportunity to share concerns, experiences, etc., with individuals from different states.

Other comments:

. Reference to various "hands-on" materials very valuable.

. I personally missed some points made by speakers because of low level speaking. Consideration should be given to determining "do you hear me?"

. I found the conference and the presenters informative as well as delightful. Let's keep the communication channels open!

CONCLUSION

In general the participants responded enthusiastically to the conference, emphasizing the high quality of the presentations, the practicality of the presentations, and the importance of having the opportunity to share ideas with representatives from other states.

A concrete example of the success of the conference came in February 1980 when the Special Projects Division was invited to train over thirty assessment teachers from the Louisiana State Department of Education. Assessment teachers serve the local parishes in Louisiana, offering assistance to the classroom teachers in assessing children and then interpreting the results for the teachers. The Special Projects training was thought to be particularly appropriate because it trains trainers in presenting information and concepts to teachers.

Two full days of training took place and four topics were covered: Handling Behavior Problems, Communicating with Children, The Art of Mainstreaming, and Introducing Materials. Donna Bricker-Derkacz, who made the presentations, was enthusiastically received by the assessment teachers and the SEA staff who attended.

APPENDIX A

MATERIALS DISPLAY AND VIEWING

MATERIALS DISPLAY

When you Care for Handicapped Children, a guide developed in 1979 by the Special Projects Division of Southwest Educational Development Laboratory for the Texas Department of Human Resources.

Working with Parents of Handicapped Children, a teacher's guide developed in 1976 by the Special Projects Division of Southwest Educational Development Laboratory and now published by the Council for Exceptional Children.

Child Health and Safety Series, eight modules for teachers developed in 1977 by the Special Projects Division of Southwest Educational Development Laboratory for the Texas Department of Human Resources. Modules include manual, pamphlets and media in the form of slide/sound presentations, videotapes, or 16mm film.

Educational Rights of Your Handicapped Child, a pamphlet developed in 1979 by the Department of Special Education of The Texas Education Agency.

Supplementary Activities. Bilingual Early Childhood Program, curriculum developed by Southwest Educational Development Laboratory.

MATERIALS VIEWING

Filmstrips (Learning Center)

3:45pm
4:45pm — Individualized Educational Program, Guilford.

4:00pm — Preparing for the I.E.P. Meeting: A Workshop for Parents, filmstrips and tapes produced by the Council for Exceptional Children.

4:15pm — P.L. 94-142 The Education For All Handicapped Children Act: Implementing Procedural Safeguards, filmstrips and audiotapes produced by the Council for Exceptional Children.

4:30pm — Individualized Education Programs, filmstrips and audiotapes produced by the Foundation for Exceptional Children.

Slides (Conference Room)

3:45pm
4:30pm — "Individualized Assessment in Special Education," prepared by the National Association for State Directors of Special Education.

4:00pm
4:45pm — "Intent of the I.E.P.," prepared by the National Association for State Directors of Special Education.

4:15pm — "School/Home Observation Checklist," from School/Home Observation and Referral System (SHORS), developed by Special Projects Division of SEDL and published by CTB/McGraw Hill.

Video (Lounge)

3:45pm
4:15pm — "Emergency Child Aid," from the Child Health and Safety Series, developed in 1977 by Special Projects Division of Southwest Educational Development Laboratory. Series consists of eight modules containing manual, pamphlets and either slide/sound presentations, videotape, or film.

APPENDIX B:

HANDOUTS

I know about and would share my information about:

- ☐ Music (I play the _____)
- ☐ Art (I paint, etc. _____)
- ☐ House plants
- ☐ Vegetable gardening
- ☐ Art
- ☐ Carpentry
- ☐ Cars
- ☐ Animals
- ☐ Boating
- ☐ Astronomy
- ☐ Photography
- ☐ Farming
- ☐ Rocks and minerals
- ☐ Stamps
- ☐ Sports (which) _____
- ☐ Other _____

I can supply small amounts of the following scrap materials:

- ☐ Wood
- ☐ Paper
- ☐ Egg Cartons
- ☐ Fabric scraps
- ☐ Cans
- ☐ Magazines
- ☐ Nails, screws, etc.
- ☐ Other _____

ABOUT PARENTS

(Each parent should complete this form)

Please check or fill in where appropriate.

Name: _____

Address: _____

Home phone: _____

Work address: _____

Work phone: _____

☐ I work full time but could help three or four times during the year for an hour or two.

The best time to visit my child's classroom would be:

Day of week _____ Time: _____

I would be interested in coming into the classroom to:

☐ Supervise children in learning centers

☐ Observe

☐ Make teaching materials

☐ Telling/reading stories

☐ Accompany children on field trips

☐ I cannot come to the classroom but I can make phone calls from home _____, bake for parties _____, or _____.

☐ My work might be interesting for children to hear about and I think the children might learn (from my work) _____
_____.

MINIMUM PROCEDURAL SAFEGUARDS

The safeguards are guaranteed to handicapped children and their families by Public Law 94-142, The Education for All Handicapped Children Act of 1975, and Section 504 of Public Law 93-112, The Vocational Rehabilitation Act of 1973.

1. Parents must receive written notification before schools may conduct special testing and other evaluations of their children.
2. Parents must receive written notification of any initiation or refusal to initiate a change in educational placement of a handicapped child.
3. Parents must have the opportunity to present their views regarding the identification, evaluation, placement or the provision of a free appropriate education to their child.
4. Parents must have the opportunity to present information from an independent educational evaluation of their child.
5. Parents must have access to all relevant school records of their child.
6. Parents must have the right to, or schools may initiate, an impartial due process hearing to resolve differences that could not be resolved informally. In conducting such a hearing, parents must:
   a. receive timely and specific notice of the hearing;
   b. have the right to be accompanied and advised by counsel and/or by individuals with special knowledge or training with respect to the problems of handicapped children;
   c. confront, cross-examine and compel the attendance of witnesses;
   d. present evidence relevant to the decision;
   e. obtain written or electronic verbatim record of the hearing, and obtain written findings of facts and decisions.
7. The hearing is to be conducted by an impartial hearing officer who is not an employee of the school system involved.
8. The decision of the hearing is binding on all parties pending appeal.
9. Either party has the right to appeal the findings and decision of the hearing to the state.
10. During the above process the child shall remain in the original program or any other program to which both parties can agree.
11. At any step along the way either party may take the matter to court.

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

WAYS PARENTS AND VOLUNTEERS CAN PARTICIPATE

Non-Teaching Activities

Making name tags for volunteers and children.

Making teaching aids, e.g., flannel board stories, puppets.

Rotating exhibits on the science table.

Repairing small toys.

Taking charge of one bulletin board.

Volunteer coordinator.

Keeping one cupboard in order.

Keep a vegetable or flower garden at school.

Librarian - Keep room supplied with theme books.

Keeping class supplied with wood and nails.

Babysitting exchange.

Telephoning.

Record keeping.

Making and running dittos.

Wash dress-up clothes, paint smocks, etc.

Chaperoning field trips.

Keep art supplies in order.

Collecting scraps for art projects.

Cutting and mounting magazine pictures.

Parent bulletin board.

Teaching Activities

Working with individual children.

Reading stories.

Supervise learning center or assist teacher in these areas:

Art	Musical instruments	Drama
Cooking	Outdoor activities	Dancing
Puzzles	Playing ball	Building blocks
Language games	Science	Water play
Singing	Woodworking	

From The Eleventh Annual Gallup Poll of the Public's Attitudes Toward the Public Schools by George H. Gallup. One free copy is available from: IDEA, Charles Kettering Foundation, Box 446, Melbourne, Florida 32901.

SUGGESTIONS FOR IMPROVING COMMUNITY RELATIONS

It is generally agreed that education in the local public schools can be achieved best when parents, the community, and the schools all work together. The question arises as to how to get these three groups to work together in the best interests of the schools.

To see what thoughts the public, including parents, has to offer, the following open question was included in the survey:

> What suggestions would you make to get parents, the community, and the school to work together to improve education in the local public schools?

Survey respondents had many suggestions, which can be summarized as follows:

1. Better communication. The local community cannot be expected to take a keen interest in the schools if people know little about them. The media should carry much more school news, especially news about the achievements of students and the schools, the means being taken to deal with school problems, and new developments in education. Media research has shown that there is far greater interest in schools and in education than most journalists think. At the same time, the schools should not rely solely on the major media. Newsletters are important to convey information that the media cannot be expected to report.

2. More conferences. Many of those included in the survey recommend that more conferences about the progress and problems of students be held with parents -- both father and mother. Special monthly parent meetings and workshops are also suggested as a way to bring teachers, administrators, and parents together. Survey respondents also recommend courses for parents and special lectures. PTA meetings, some suggest, could be more useful to parents if school problems and educational developments were given more attention.

3. Invite volunteers. Some respondents suggest that, if more members of the community could serve in a volunteer capacity in the classrooms and elsewhere in the school, they would further better community understanding of the problems faced by the schools. In addition, their involvement in school operations would increase their own interest in educational improvement at the local level.

4. Plan special occasions. Interest in the schools and in education could be improved, some suggest, by inviting members of the community -- both those who have children in the schools and those who do not -- to attend meetings, lectures, and social events in the school buildings. As noted in another section of this survey report, only one person in three across the nation attended a lecture, meeting, or social occasion in a school building during the last year. In 1969, when the same question was asked, a slightly higher proportion said they had attended a lecture, meeting, or social occasion in a school building.

Private schools, and virtually all colleges and universities, plan many occasions to bring their alumni back to their campuses in order to keep them interested in the school. The public schools could adopt the same policy to their advantage, inviting not only alumni to attend such events but members of the community who have attended schools in other areas.

EXAMPLES OF PARENT LETTERS

Introductory Letter:

Dear (parent's name)

Starting today, your child will come home wearing a "Love Tag" each day. The tag will suggest something for you to do with him or something he would tell you if he could put it into words. Love Tags may suggest "give me two kisses today" or perhaps "you are my first and most important teacher." Tags will be sent with your child each weekday through the end of the regular school year.

Today, or one day soon, we will provide a container in which you and your child can save the Love Tags at home. You may want to save the tag for father or grandmother to use with the child. Or you may want to save most of the tags to use again - one a day - during summer vacation. You might also wish to let your child choose one from the container on Saturday and Sunday.

Very few of the Love Tags will be inappropriate for your child but if you think one is, change it to make it right for him or her. Also, there may be a few days when you don't have the time; save the Tag for the next day. Preparing these Love Tags has been fun for me - I hope you enjoy them, too.

Sincerely,

Querido padres:

Comenzando hoy, su niño o niña irá a casa llevando un "Herrete de Amor" cada día. Cada herrete trae algo sugeriendo para usted que puede hacer con él o ella o algo que el niño o la niña quiera decir pero no puede ponerlo en palabras. Los "Herretes de Amor" traen lago sugeriendo como "dame dos besos hoy" o quizás "usted es mi primera y más importante maestra." Los "Herretes de Amor" serán repartidos cada día de la semana hasta el fin del año escolar.

Hoy, o un día pronto, su niño o niña llevará un bote para su casa para conservar los "Herretes de Amor" en el hogar. Quisás pueden alzar los herretes para que un día abuelita o abuelito puedan usarlos con los ninos, Quisas quieran alzarlos para usarlos una segunda vez-uno al dia-duranto el verano. También quisás quiera escojer un herrete cada sabado o domingo.

Muy pocos de los "Herretes do Amor" serán inapropiados para su nino o niña, pero si usted cree que uno es, cambie el herrete. También, unos días no tendra el tiempo; conserve el herrete para otro día. Preparando estos "Herretes de Amor" fué un placer para mi. Espero que les gusten usarlos.

Sinceramento,

LOVE TAGS

Love Tags were developed as a part of the Parent Education Training Project of the Educational Personnel Development Consortium D (P.O. Box 1300, Richardson, Texas 75080), Dr. Angie Rose, Project Facilitator. The following information has been summarized from the manual, Love Tags: Parenting Tips for Parents of Preschoolers. For more information about the project or purchase of the complete manual, contact Dr. Angie Rose, Parent Coordinator, Dallas Independent School District, Telephone Number: 214/428-3804.

LOVE TAGS are like gift tags. Each one gives a short, positive parenting tip. The tags include many feelings the child might suggest if he were able to express himself. The Love Tags also suggest activities to help the child's development in emotional, intellectual, physical, social, and self-help areas. Some tags are written to strengthen the self-concept of the parent(s).

Tell Parents About Love Tags. Meet with parents to tell them about Love Tags. Or, you can write a letter to parents. An example of the letter used in the Parent Education Training project is attached. It is written in a casual, non-threatening style. The letter does not suggest that the parent must do something, but leaves the use of Love Tags to the parent. The letter should not assume a two-parent home. You may want to rewrite the letter in your own words or in Spanish.

The letter mentions "a container in which you and your child can save the Love Tags." A one-pound coffee can with a Love Tag-sized slit cut into the plastic lid was provided for each child in the PET Project. This container was usually used by the child to save the Love Tags. Many parents noted that "we saved most of the Love Tags." It is important to provide an easy way for the Love Tags to be saved for another day.

Give the Children a Love Tag. Write the same Love Tag for each child in your group on construction paper or file cards. Write the parenting tip as if the child were talking to the parent. A yarn loop on the tag can be quickly hooked over a button or around the child's arm as the child leaves the center.

Give each child in the group the same tag. Tell the children, "Today your Love Tag says, 'I have two kisses for you today'".

Love Tags can be sent home with the child each day or two or three times a week. Love Tags may be used on special occasions or to announce special events.

Love Tag Variations. You can also send special messages home. For example, "Remember, we're going to the zoo tomorrow," to remind parents and children about special events. You can use Love Tags to send a special message home about an individual child. For example, "Janie said 'baby' very clearly today." Parents can also use Love Tags to send messages about the child to the teacher.

Spanish Version. The Parent Education Training Project was operative in northeast Texas where some of the children have Spanish-speaking parents. The original Love Tags were translated into Spanish by a P.E.T. team member, Miss Francisca Guajardo of the Dallas Independent School District. The Spanish Love Tags are given in Appendix E. The text, although not always translated literally, presents the same concepts as the English Love Tags.

IV. Social Development

1. Invite one of my friends to my house this weekend.
2. Help me make a special surprise for daddy or grandfather today.
3. Let me dress-up in your old clothes today.
4. Let's have a "tea party" today.
5. Ask me what I did at school today.
6. Fix a place - a box or a shelf - for my "special treasures" today.
7. Tell me what you did today.
8. Show me a picture of you as a baby.
9. Let me help you set the table today.
10. Spend some time with just me today.
11. Tell me I am special today.
12. Let's draw a picture of me today.
13. Let me tell you something that made me unhappy today.
14. Tell me something I did well today.

V. Physical Development/Self-Help Activities

1. Play catch with me for a few minutes today.
2. Help me brush my teeth today.
3. Skip with me today.
4. Let's walk in the neighborhood today.
5. Watch me run fast today.
6. Play chase or hide and seek with me today.
7. Teach me to blow my nose today.
8. Praise me when I remember to flush the toilet today.
9. Walk with me to school or to my bus stop.
10. Let's do "exercises" together today.
11. Get me to bed early enough tonight so I'll be happy to get up.
12. Show me how much I've grown by letting me try on a piece of last year's clothes.
13. Let me play outside today.
14. Get me a big cardboard box today and show me how to get "in", "under", "behind" and "on" it.
15. Check to see if I am eating the right foods.

VI. Self-Concept

1. Let me try it by myself today.
2. Give a hug today.
3. Praise me today.
4. Tell me that you love me today.
5. Tell me something you like about me today.
6. Tell me how I'm special today.
7. Let me be myself today.

MASTER LIST: LOVE TAGS

I. Improved self-image for parent

1. I have two kisses for you today.
2. I love you most of all.
3. Let me give you a big hug today.
4. I want to be like you.
5. I like it when I can help you.
6. You are my first and most important teacher.
7. I like it when you turn off the TV and read to me.
8. I like it when you listen to just me.
9. Today tell me about when you were little.

II. Language/Cognitive Development

1. Teach me a new word today.
2. Teach me the names of the foods we will eat tonight.
3. Show me some big pictures in a magazine today.
4. Encourage me to ask for things in words today.
5. Read me a story today.
6. Sing a song with me today.
7. Let me tell you a story today.
8. Show me something red today.
9. Teach me my whole name today.
10. Tell me your whole name today.
11. Tell me my address today.
12. Let's count blue cars when we drive today.
13. Let me draw a picture today and tape it on the wall.
14. Show me three things that are round today.
15. Play a game with me today.

III. Affective/Emotional Development

1. Tell me that you love me today.
2. Rub my back at bedtime tonight.
3. Sit down and listen and talk to me for five minutes today.
4. Answer all my questions today.
5. Tell me when it's "almost" time for bed tonight so I can get ready.
6. Tell me I look nice today.
7. Love me just the way I am today.
8. Help me tell you about what made me angry when I am angry.
9. Praise me when I do something good and try to overlook something bad.
10. Show me the color of my eyes and hair today.
11. Be patient with me today - I have much to learn.
12. Today ask me what I want to be when I grow up.
13. Show me a picture of me when I was a baby.
14. Try to understand how it feels to be little.
15. Help me put my good and bad feelings into words.

From: Love Tags: Parenting Tips for Parents of Preschoolers
Parent Education Training Project Educational Personnel Development Consortium D
Developed pursuant to a grant funded by the U.S. Office of Education (Special Programs)

47. Dejeme ser mí mismo hoy.
48. Digame de usted de cuando era pequeña.
49. Enseñeme tres cosas rojos hoy.
50. Digame que me veo bien hoy.
51. Enseñeme una fotografía de usted cuando era nene.
52. Juege cazar o juego de escondite con migo hoy.
53. Enseñeme todo mí nombre hoy.
54. Quiereme así como soy hoy.
55. Deme una preferencia entre dos comidas cuando "salemos a comer."
56. Sea un "caballo" y dejeme montarlo hoy.
57. Digame todo su nombre hoy.
58. Ayudeme a decirle lo que me hace enojado cuando estoy enojado.
59. Dejeme ayudarle a poner la meza hoy.
60. Enseñeme a sonarme mi nariz hoy.
61. Lleveme especialmente a la biblioteca, al jardín zoológico, o al pargue este fin de semana.
62. Alabreme cuando hago algo bien y trate de tolerar lo malo.
63. Pase tiempo nomas con migo hoy.
64. Alabreme cuando recuerdo soltar el agua del escusado.
65. Vamos a limpiar mis oídos hoy.
66. Vamos a contar todos los automóviles azules hoy cuando vamos de paseo.
67. Enseñeme los colores de mis ojos y de mi pelo cuando memiro en el espejo hoy.
68. Vamos a dibujar un cuadro de mí hoy.
69. Ande con migo cuando voy a la escuela o hasta el alto del camión por la mañana.
70. Dejeme jugar afuera hoy.
71. Regaleme algo especial por mi buena conducta esta semana.
72. Dejeme decirle algo que no me agrada hoy.
73. Vamos hacer ejercicios los dos juntos hoy.
74. Estoy creciendo rapido-fijece si mi zapatos todavía me quedan.
75. Sea paciente con migo hoy-tengo mucho mas que aprender.
76. Digame de algo que hice bien hoy.
77. Pongame en cama temprano hoy por la noche para que no este cansado en la mañana.
78. Dejeme ayudarle a cocer unas galletas en el horno para tener algo para comer y oler.
79. Preguntеme hoy que es lo que quiero ser cuando cresca.
80. Enseñeme como repartir hoy repartiendo un dulce con migo.
81. Dejeme lavarme las manos y migajar una zanahoria para comer hoy.
82. Juege un juego con migo hoy.
83. Enseñeme un retrato de mi cuando era un bebe.
84. Enseñeme a contestar nuestro telefono hoy.
85. Deme de omer un buen almuerzo en la manana.
86. Trate de comprender como se siente cuando uno es pequeño.
87. Enseñeme tres cosas que son redondas hoy.
88. Enseñeme que tanto crecí haciendome tratar la ropa que usé el año pasado.
89. Ayudeme a poner mis buenos y malos sentimientos en palabras.
90. Vamos a dibufar un cuadro hoy y ponerlo en la pared.
91. Vamos a tener "té" hoy.
92. Fijece si estoy comiento las comidas mejores.
93. Digame la direccion de la casa hoy.
94. Compreme un espejo pequeño para mi cuarto hoy.
95. Dtgame que me quiere hoy.
96. Fijese que estoy comiendo las comidas verdaderas.
97. Cante una cancion con migo hoy.

87

Herretes de Amor

1. Tengo dos besos para usted hoy.
2. Enseneme una nueva palabra hoy.
3. Digame hoy que me quiere.
4. Invite uno de mis amigos a mi casa este fin de semana.
5. Juege pelota con migo por unos cuantos minutos hoy.
6. Dejeme tratarlo solo hoy.
7. Te quiero más que nadie.
8. Digame hoy el numero de nuestro teléfono.
9. Soveme mi espalda esta noche.
10. Ayudeme hacer algo especial para Papa o mi Abuelo hoy.
11. Ayudeme a cepillar mis dientes hoy.
12. Deme un abrazo hoy.
13. Enseneme los nombres de las comidas que comeremos esta noche.
14. Dejeme darle un gran abrazo hoy.
15. Sientese y escucheme y hable con migo por cinco minutos hoy.
16. Dejeme vestirme en su ropa vieja hoy.
17. Necesito una cita con el medico?
18. Alabreme hoy.
19. Quiero ser como usted.
20. Enceñeme unos retratos grandes se un revista hoy.
21. Contesteme todas mis preguntas hoy.
22. Dame una caja grande de carton hoy; enseneme como "meterme dentro," como "ponerme debajo," como "ponerme detras," y como "ponerme arriba" de la caja.
23. Necesito una cita con el dentista?
24. Me agrada cuando le ayudo a usted.
25. Animeme a pedir cosas en palabras hoy.
26. Algunas veces no me siento bien-ayudeme a sentirme bien hoy.
27. Pregunteme lo que hice en la escuela hoy.
28. Deme un bano de espuma hoy.
29. Digame algo que le agradade mi hoy.
30. Usted es mi primera y más importante maestra.
31. Lleme una historia hoy.
32. Dejeme representar mi edad hoy.
33. Ponga vario de mi ropa fuera en la mañana y dejeme escojer lo que me quiero poner.
34. Salte con migo hoy.
35. Tome una fotografía de mi hoy.
36. Me agrada cuando cierra la television y me lee.
37. Cante una Cancion con migo hoy.
38. Enseneme que me quiere ayudandome a obedecer.
39. Prepare un luger-una caja o un anaquel-para mis "tesoros especiales."
40. Vamos a dar un paseo por la vecindad.
42. Me agrada cuando usted me atiende nomas a mi.
43. Dejeme decirle una historia hoy.
44. Digame cuando es casi cerca de la hora par dormir para prepararme.
45. Digame lo que hizo hoy por el día.
46. Mireme correr rápido hoy.

THE INDIVIDUAL EDUCATION PROGRAM (IEP)

The individualized education program is the management tool which specifies the child's unique educational needs, annual goals for the child, the services allocated to achieve the desired results and how the effectiveness of the program will be determined.

The Federal requirements as set forth in P.L. 94-142 for this child management tool may be divided into two parts:

1. Those required to be present at a meeting during which the IEP is developed:
   - A representative of the local education agency or intermediate educational unit who is qualified to provide or supervise the provision of special education.
   - The teacher or teachers of the child.
   - The parents or guardian.
   - Whenever appropriate, the child.

   Section 602(19)

2. The specific content requirements of an individualized education program:
   - A statement of the child's present level of educational performance.
   - A statement of annual goals, including short term instructional objectives.
   - A statement of the specific educational services to be provided.
   - The extent to which the child will be able to participate in regular education programs.
   - The projected date for initiation and anticipated duration of such services.
   - Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

   Section 602(19) (A-D)

If a child has a unique educational need that requires specially designed instruction, an individualized education program as defined in P.L. 94-142 must be developed to link the child with the appropriate needed special education and related services.

As a final point, each state education agency must insure that special education or related services will be provided to all handicapped children in conformance with an individualized education program regardless of what institution or agency directly provides the services to the child. Primary responsibilities for carrying out the individualized education program requirements of P.L. 94-142 rests with each local education agency who may in turn be responsible for further coordination with institutions and agencies providing education services to handicapped children.

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

INDEPENDENT SCHOOL DISTRICT
Department of Special Education

INDIVIDUAL EDUCATIONAL PROGRAM: TOTAL SERVICE

NAME Harvey, M BIRTHDATE 4-11-71 GRADE 2

SCHOOL Cole ARD DATE Nov 4, 1978

PRESENT LEVEL OF FUNCTIONING

Perceptual-Motor 7 yrs age equivalent

Speech/Language 7 yrs age equivalent

Social/Adaptive _____ age equivalent

Math 1.9 grade equivalent (Wide Range Achievement)

Spelling 1.3 grade equivalent

Reading 0.4 grade equivalent

PRIORITIZED LONG-TERM GOALS

To improve sound-symbol association p3 psych

To improve basic sight vocabulary p1 psych

To learn basic addition and subtraction facts

To improve control of impulsive behaviors p2 psych

Services	Person Responsible	Amount of Time	Subject Areas	Evaluation Method	Beginning and Ending Date
Special Education Class	[illegible]	4 hrs/day	all academic areas	P.I.A.T. W.R.A.T.	October 5, 1978 to May 1979
Regular Class	M.G.	1½ hrs./day	Math	C.A.T.	"
Speech/ tanguage					
Physical Therapy					
Occupational Therapy					
Counseling					
Physical Education		30 min/day			
Music					

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MASTER 4: Writing Instructional Objectives

Objective: after completing the activities on these pages, the participant will be able to formulate four out of five behavioral objectives for a child in his/her classroom.

A tall order? Perhaps. Let's examine the components of an objective.

Why What is the intent? Why do we choose this particular activity for training?

What What is the content? What do we want the learner to do? What kind of behavior do we want to observe?

How Learning style. How can we present the task so that the learner will be able to achieve success?

When When will we know that learning has occurred?

Which phrase tells us more about the intent of the behavioral objective?

1. At the end of this activity, Luis will be able....
2. After working on the language master with five common nouns....

Right you are, item 2. The language master will help strengthen Luis' articulation and expression skills. It is also keyed to his learning style.

Which phrase tells how we can determine what Luis has learned?

1. Luis will articulate the five nouns....
2. Luis will know the five nouns.

Right you are again, item 1. Articulation is observable behavior.

Which phrase tells how to measure whether learning has occurred?

1. Luis will be able to articulate upon request four out of the five nouns.
2. Luis will use the nouns frequently.

Right again, item 1. We cannot measure the word "frequently." Although we want to know that our training has resulted in frequent application, four out of five times is an observation which can be measured.

Now let's put a behavioral objective together.

1. After working on the language master with five nouns, Luis will be able to articulate upon request four out of five nouns.

Well and good, but what happens if Luis is a visual learner? The **how**—learning style. How could we then write this objective?

2. We might want Luis to point, rather than articulate.
3. If Luis' strengths were in the motoric areas, we might want him to write.

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Yes	No		
___	___	6.	Does he associate what he reads with his own experience?

VI. Word Analysis

___	___	1.	Does he use context clues?
___	___	2.	Does he make use of picture clues?
___	___	3.	Does he use structural analysis?
___	___	4.	Does he use configuration clues?
___	___	5.	Does he apply phonetic principles?
___	___	6.	Does he sense syllables?
___	___	7.	Does he guess at words?

VII. Physical Aspects of Reading

___	___	1.	How many fixations does he make per line?
___	___	2.	Does he have an accurate return sweep movement?
___	___	3.	Does he point as he reads?
___	___	4.	Does he move his head?
___	___	5.	Are there any other bodily movements?
___	___	6.	Does he move his lips?
___	___	7.	Are there any indications of inner vocalization?
___	___	8.	Is the posture good?
___	___	9.	Is the book held about 16 inches from the eyes?
___	___	10.	Does he hold the book at the right angle?

VIII. Mechanical Aspects of Reading

___	___	1.	Is he a word-by-word reader?
___	___	2.	Does he make substitutions?
___	___	3.	Does he make omissions?
___	___	4.	Does he mispronounce words?
___	___	5.	Does he have reversals?
___	___	6.	Does he repeat words?
___	___	7.	Does he make regressions?

IX. Concentration

___	___	1.	Is he able to concentrate?
___	___	2.	Is he easily disturbed by other room activities?
___	___	3.	Does he show expressions of pleasure on his face while reading?
___	___	4.	Does he lack interest?
___	___	5.	Does he have poor study habits?
___	___	6.	Does he have a plan for working?
___	___	7.	Does he lack perseverance?

Form III Teacher's Diagnostic Check Sheet

Name of child _____ C.A. ___ MA.A ___ R.A. ___ Grade ___
Teacher _____

I. Reading Attitude

Yes	No		
___	___	1.	Does the child withdraw from reading?
___	___	2.	Does he seem to have an emotional disturbance?
___	___	3.	Does he appear attentive?
___	___	4.	Does he enjoy reading?
___	___	5.	Does he project self into reading?

II. Behavior Status

___	___	1.	Does he show self-control?
___	___	2.	Is he overly sensitive?
___	___	3.	Are his social adjustments satisfactory?
___	___	4.	Are there any fears or tensions?
___	___	5.	Does he seek recognition and reaction from others?
___	___	6.	Is he timid or shy?
___	___	7.	Is he cooperative?
___	___	8.	Is he aggressive?

III. Learning Status

___	___	1.	Does he grasp ideas readily
___	___	2.	Does he have a good memory span?
___	___	3.	Does he have the ability for visualization?
___	___	4.	Can he follow directions?
___	___	5.	Is he imaginative and does he show initiative?

IV. Perception

___	___	1.	Does he have good vision? Glasses?
___	___	2.	Does he have satisfactory auditory acuity?

V. Comprehension

___	___	1.	Does he understand what he reads?
___	___	2.	Does he remember what he reads?
___	___	3.	Does he have the ability to make judgments?
___	___	4.	Is he able to draw conclusions?
___	___	5.	Does he organize what he reads?

Implementation of the Individualized Education Program: A Teacher's Perspective
developed by Emily J. Crandall and the Mid-East Regional Resource Center in cooperation with the Exceptional Children/Special Programs Division.

X. Reading Rate

Yes	No		
___	___	1.	Does he read falteringly when he reads aloud?
___	___	2.	Does he read at an average rate in silent reading.

Teacher's Summarization

1. Test given and date

   - Achievement, Intelligence, Visual and Auditory
   - Hand and Eye Dominance
   - Interpretation of Test scores

2. Diagnosis

3. Amelioration

4. Prognosis

OUTLINE FOR COMPREHENSIVE EDUCATIONAL EVALUATION

NAME OF CHILD:
DATE OF BIRTH:
AGE:

SCHOOL:
GRADE:
DATE TESTED:
EXAMINER:

I. REASON FOR REFERRAL

II. BEHAVIOR IN TESTING SITUATION

III. TESTS ADMINISTERED

IV. TEST FINDINGS AND RESULTS

V. LEARNING STRENGTHS AND WEAKNESSES

VI. SUMMARY

VII. RECOMMENDATIONS

VIII. SPECIFIC EDUCATIONAL RECOMMENDATIONS (instructional strategies, suggested materials)

Implementation of the Individualized Education Program: A Teacher's Perspective
developed by Emily J. Crandall and the Mid-East Regional Resource Center
in cooperation with the Exceptional Children/Special Programs Division.

THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP): COMPREHENSIVE PLAN

NAME C.M. SCHOOL Baldwin DATE March 16, 1977

AGE 6 6 DATE OF BIRTH 9-10-70 GRADE 1

STUDENT STUDY TEAM MEMBERS PRESENT: Mrs. Jones, LH Teacher, LEA representative; Mrs. Cox, Classroom Teacher; Mr. & Mrs. M., Parents

PRESENT LEVELS OF STUDENT PERFORMANCE: C.M. has poor gross motor skills, C.M. has poor fine motor skills, C.M. has slow copying skills, C.M. has difficulty classifying, C.M. has difficulty encoding, C.M. has difficulty in listening and paying attention to tasks.

PRIORITIZED LONG TERM GOAL	SPECIAL EDUCATION OR RELATED SERVICE AREA	TEAM MEMBER RESPONSIBLE	PERCENT TOTAL TIME	PROJECTED STARTING DATE	PROJECTED ENDING DATE	RECOMMENDATIONS FOR IMPLEMENTATION	EVALUATION CRITERIA
C.M. will manifest better listening and attending skills by carrying out 3 commands/tasks	Placement in PH Regular Day Class Program	Mrs. Jones, LH Teacher	17%	3-21-77	12-16-77	Stop watch for timing	C.M. will sit and attend to a task for 10 minutes
C.M. will demonstrate better fine motor control and coordination as judged by the quality of his printed letters	Placement in PH Regular Day Class Program	Mrs. Jones LH Teacher	17%	3-21-77	12-16-77	Plastic pencil holder Practice Worksheets	C.M. will be able to print at grade level per Teacher's judgement and handwriting standards

TOTAL PERCENT OF PROGRAM TIME IN REGULAR EDUCATION 83% LONG TERM PLAN EVALUATION DATE 10/21/77

SIGNATURE OF APPROVAL BY PARENT OR GUARDIAN _____

CYBERNETIC SYSTEMS, P.O. Box 147, Hollister, CA. 95023

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THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP): IMPLEMENTATION PLAN

NAME C.M. SCHOOL Baldwin DATE March 16, 1977

AGE 6-6 DATE OF BIRTH 9-10-70 GRADE 1

STUDENT STUDY TEAM MEMBERS PRESENT: Mrs. Jones, Mrs. Cox, Mr. & Mrs. M.

LONG TERM GOAL FROM COMPREHENSIVE PLAN: C.M. will manifest better listening and attending skills by carrying out 3 commands/tasks

TEAM MEMBER RESPONSIBLE Mrs. Jones, Mrs. Cox, PH aide

SHORT-TERM OBJECTIVES	IMPLEMENTATION STRATEGIES AND TECHNIQUES	RESOURCES AND MATERIALS FOR IMPLEMENTATION	PROJECTED STARTING DATE	PROJECTED ENDING DATE	EVALUATION CRITERIA	DATE EVALUATED
Given 3 related commands or tasks, C.M. will be able to carry them out in a given order	Ask him to repeat orally two commands, then carry them out in proper sequence Carry out two simple related tasks/ commands in order Carry out three simple related tasks/ commands in order Use positive reinforcement contingent upon specific steps in accomplishing objective For first week and, intermittently thereafter, the PH aide will have him repeat all assignments orally before starting	PH aide Barnell-Loft series "Following Directions"	3-21-77	12-16-77	C.M. will carry out in order three related commands	

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Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

POSITIVE COMMUNICATION

Change these negative statements (what not to do) into positive statements (what to do).

Neg. Don't slam the door.

Pos.

Neg. Don't make so much noise.

Pos.

Neg. That's not how you use the pencil sharpener.

Pos.

Neg. Don't make so much noise with your chair.

Pos.

Neg. Don't yell! or Stop yelling!

Pos.

Neg. Don't leave a mess.

Pos.

Neg. Stop fighting over those crayons.

Pos.

Neg. Don't spill your milk.

Pos.

Neg. Don't wet your pants.

Pos.

Neg. Look at how sloppy you have left those blocks--what's the matter with you?

Pos.

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